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ABSTRACT

This module is designed for use in the Family Living and Parenthood course and other home economics courses. Using this guide, teachers can help students review and learn daily living skills. Following acknowledgments, a foreword, and a subcompetency list are three units: (1) building self-esteem; (2) managing stress; and (3) handling peer pressure. Each unit contains some or all of the following sections: cross-reference table of instructional materials; unit objective; specific objectives; suggested activities; information sheet; transparency masters; handouts; assignment sheets; answers to assignment sheets; job sheets; unit test; answers to unit test; references; and helpful resources. The subcompetencies covered are as follows: feeling good; individual differences; positive communication skills; setting and achieving goals; self-acceptance; stressors (visible and invisible); stress management techniques; community and school services; stresses in stages of family development; avoiding unnecessary stress; dysfunctional family situations; peer pressure; positive techniques for handling peer pressure; negative consequences of peer pressure; positive consequences of peer pressure; and services and resources for high quality help. (NLA)

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ED344103

40-4500-I
Instructor Guide

Family Living
And Parenthood

COPING WITH LIFE: Building Self-Esteem, Managing Stress, Handling Peer Pressure

CE060540

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Family Living and Parenthood Series

COPING WITH LIFE:

Building Self-Esteem, Managing Stress, Handling Peer Pressure

Produced by the Instructional Materials Laboratory
8 London Hall
University of Missouri
Columbia, Missouri 65211
314/882-2883

1992

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SUPPORT AND DIRECTION

Home Economics Instructional Materials Steering Committee Membership 1988-1989

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Audrey Eberlin, Supervisor
Vicki Garton, Supervisor
Debbie Pohl, Supervisor
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Home Economics Extension:

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Peggy Emerson, Reeds Spring
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Jacqueline Willms, Palmyra

CONTENT DEVELOPMENT

Writer:

Sally Winters, Columbia

Advisory Committee:

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Jane Gunter, Laclede County R-I High, Conway
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Linda James, Diamond R-IV High School
Ramona Palmer, Leeton R-X High School
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Sharon Stevens and Beverly Brock, Assistant Editors
Diane Davis, Editor
Crystal Dietiker and Sharon Dyer, Graphic Designers
Lori Holliday and Tracy Stock, Word Processors
Mary Beth Ramsey, Student Assistant

Technical Assistance:

Instructional Materials Laboratory
8 London Hall
University of Missouri
Columbia, MO 65211

FOREWORD

In this module students will review and learn numerous skills to assist them in living in our complex society. The subtleties of peer pressure that can affect people of any age is discussed, as well as some specific strategies to manage peer pressure successfully. Recognizing the signs of being stressed and developing an awareness of stressful experiences are the beginnings of managing stress well. The students will also learn specific ways to manage stress successfully.

Of primary importance, though, is the development of healthy self-esteem; that quality is itself a strength in managing stress and peer pressure. Students will learn what contributes to high self-esteem, how to communicate more effectively, and how to make good decisions.

While Coping With Life: Building Self-Esteem, Managing Stress, Handling Peer Pressure is one of a series of modules designed for use in the Family Living and Parenthood semester course, it may be used in other appropriate home economics classes. The three units included in the module are "Building Self-Esteem," "Managing Stress," and "Handling Peer Pressure."

Other modules include Parenting, Aging, Community Outreach, Conserving and Coping With Limited Resources in the Home Environment, The Career of Homemaking, and Sex Bias-Dual Role.

COPING WITH LIFE MODULE

TABLE OF CONTENTS

Acknowledgments iii

Foreword v

Sub-Competency List xi

UNIT I: BUILDING SELF-ESTEEM

Cross-Reference Table of Instructional Materials 1

Objective Sheet 3

Suggested Activities 5

Information Sheet 13

Transparency Masters

TM 1--You Are...What You... 27
TM 2--Each Person is Unique 29
TM 3--Four Basic Feeling States 31
TM 4--Listening Skills 33
TM 5--Guidelines for Decision Making 35
TM 6--Needs 37
TM 7--Goals 39
TM 8--Decision-Making Process 41
TM 9--Why is Your Self-Confidence Down? 43

Handouts

HO 1--Feeling States 45
HO 2--Self-Inventory Adjectives 47
HO 3--What's Your Communication Style? 49

Assignment Sheets

AS 1--Self-Awareness Task 51
AS 2--Passive, Aggressive, and Assertive 53
AS 3--Know Yourself 55
AS 4--Be Assertive 57
AS 5--Listening for Feelings 59
AS 6--Values and Goals 61
AS 7--Goals 63
AS 8--You are What You Think 65
AS 9--Accepting Others 67
AS 10--Test for Self-Esteem 69

AS 11--Improving Self-Esteem 73

Answers to Assignment Sheets 75

Job Sheets

JS 1--Developing Creativity 77
JS 2--What Makes You Special? 79

Unit Test 81

Answers to Unit Test 85

UNIT II: MANAGING STRESS

Cross-Reference Table of Instructional Materials 87

Objective Sheet 89

Suggested Activities 91

Information Sheet 97

Transparency Masters

TM 1--Stress Reactions 107
TM 2--Recognizing Stress Overload Signals 109
TM 3--Stressors 111
TM 4--Adolescent Stress 113
TM 5--Discouraging Beliefs 115
TM 6--Take Care of Yourself 117
TM 7--Negative Ways of Coping with Stress 119

Handouts

HO 1--Handling Stress 121
HO 2--101 Strategies for Coping with Stress 123
HO 3--The Art of Relaxation 125

Assignment Sheets

AS 1--Understand Stress Words 127
AS 2--Track Nutritional Intake 129
AS 3--Keep a Worry Journal 133
AS 4--Break Down Complex Tasks 135
AS 5--Practicing Stress Management 137

Answers to Assignment Sheets 139

Unit Test 141

Answers to Unit Test 145

UNIT III: HANDLING PEER PRESSURE

Cross-Reference Table of Instructional Materials 147

Objective Sheet 149

Suggested Activities 151

Information Sheet 155

Assignment Sheets

AS 1--Group Dynamics 163
AS 2--Pressure from Television 165
AS 3--Pressure from Advertising 167

Answers to Assignment Sheets 169

Unit Test 171

Answers to Unit Test 173

COPING WITH LIFE MODULE

SUB-COMPETENCY LIST

A. Identify things that make you feel good

1. List things you can do well
2. List/identify achievements
3. Identify/demonstrate creativity areas
4. Practice leadership skills

B. Recognize and accept individual differences

1. Recognize strengths and weaknesses
2. Recognize different dating patterns
3. Recognize different styles of home life
4. Recognize different economic levels
5. Recognize different racial and cultural backgrounds
6. Accept physical handicaps
7. Accept mental differences
8. Recognize personality differences
   a. Recognize possible innate personality styles
   b. Recognize heredity as a possible basis for feelings and emotions
9. Accept physical differences
10. Recognize significance of birth order

C. Develop positive communication skills

1. Express feelings and emotions constructively
2. Use self-disclosure to obtain self-acceptance
3. Accept compliments and recognition
4. Practice positive listening skills
5. Handle criticism

D. Practice setting and achieving goals

1. Set realistic goals based on values and needs assessment
2. Take risks
3. Make decisions/solve problems
4. Make commitment to task
5. Take advantage of opportunities to achieve
6. Evaluate decisions
   a. Develop a sense of pride in accomplishment
   b. Accept failure but not defeat

E. Demonstrate self-acceptance

1. Accept own limitations
2. Accept others
3. Accept reality

F. Identify stressors (visible and invisible)

1. Family
2. School/grades
3. Dating/sexual pressures
4. Time
5. Clothing
6. Jobs/career
7. Media (TV, radio)
8. Competition
9. Body weight/size
10. Peer pressure
11. World affairs
12. Health
    a. PMS
    b. AIDS and STDs
    c. Handicapping conditions
13. Death/dying
14. Role expectations
15. Moving
16. New situations
17. Leaving home
18. Divorce
19. Money
20. Prejudice

G. Use positive techniques for stress management

1. List negative techniques
2. Identify constructive activities
3. Identify/do an enjoyable activity
    a. Exercise
    b. Breathing exercises

H. Identify community and school services (agencies)

I. Show/identify stresses in stages of family development

J. Identify ways to avoid unnecessary stress

K. Recognize dysfunctional family situations

1. Absent parent
2. Substance abuse
3. Teenager assuming parental roles

L. Recognize the existence of peer pressure

1. Recognize peer pressure through the media
2. Recognize visible and invisible peer pressure
3. Differentiate between positive and negative peer pressure

4. Recognize effect of peer pressure on adolescent personality development
5. Recognize that peer pressure continues throughout life

M. Use positive techniques for handling peer pressure

1. Be selective of friends
2. Use leisure time wisely

N. Recognize negative consequences of peer pressure

1. Substance abuse
2. Adolescent pregnancy
3. AIDS and other Sexually Transmitted Diseases
4. Dropping out of school
5. Running away from home
6. Suicide
7. Delinquency
8. Eating disorders
9. "Buying" friends
10. Abusing friendship
11. Underachievement
12. Smoking

O. Recognize positive consequences of peer pressure

1. Become a role model
2. Clarify values
   a. Balance peer pressure and family expectations
   b. Balance peer pressure and religious beliefs
   c. Balance peer pressure and community standards
3. Build self esteem
4. Recognize society's standards for lifestyle

P. Identify services and resources for quality help

Family Living and Parenthood Series
Coping with Life Module

Building Self-Esteem
Unit I

Cross-Reference Table of Instructional Materials

Competency *	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
-	-	1					11,12	
A	A	2	1			1	1-4,13	
A, C	B	3	2			2	5-6,16-19,21-24	
B	C	4	3,4	1,2,3	1,2,3,4,5		7-10	
A, C	D	5	5,6,7,8		6,7		14-15,20	
A	E	6	9		8,9,10,11			

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

BUILDING SELF-ESTEEM

UNIT I

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to identify things that make him/her feel good, recognize and accept individual differences, develop and use positive communication skills, practice setting and achieving goals, and demonstrate self-acceptance. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment and Job Sheets and by achieving an overall score of at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of the unit, the student should be able to:

1. Based on the content outline, MATCH TERMS AND DEFINITIONS by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline and Transparency Master 1, LEARN MORE ABOUT YOURSELF by completing Job Sheet 1 and by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline and Transparency Master 2, RECOGNIZE AND ACCEPT INDIVIDUAL DIFFERENCES by completing Job Sheet 2 and by achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, Transparency Masters 3 and 4, and Handouts 1, 2, and 3; DEVELOP POSITIVE COMMUNICATION SKILLS by completing Assignment Sheets 1, 2, 3, 4, and 5, and by achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline and Transparency Masters 5, 6, 7, and 8, PRACTICE SETTING AND ACHIEVING GOALS by completing Assignment Sheets 6 and 7, and by achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline and Transparency Master 9, DEMONSTRATE SELF-ACCEPTANCE by completing Assignment Sheets 8, 9, 10, and 11.

BUILDING SELF-ESTEEM

UNIT I

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

1. Creativity can be enhanced by the word puzzles in this book:
Kelly, E. William. Laughter & Learning: Humor in the Classroom. Portland: J. Weston Walch, 1988.

B. Approaches to teaching this unit

1. Resist the terms "good self-esteem" and "bad/poor self-esteem." Use "high self-esteem" and "low self-esteem", which imply a continuum that is dynamic rather than static.

2. Some students may find that the material in this unit makes no sense or has no meaning to them. That can happen when the earlier needs have not yet been met. The life situation of some students (and also some adults) is such that their energy is still being used to meet their need for physical comfort, safety, and love. Not much energy is left for the higher level of self-esteem.

C. Make transparencies or mini-posters from transparency masters.

D. Provide students with Objective Sheet.

E. Discuss Unit and Specific Objectives.

F. Provide students with Information Sheet.

G. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

H. Provide students with Handouts, Assignment and/or Job Sheets prior to the demonstration of the procedures.

I. Integrate these activities throughout the unit.

1. Have the class share positive things about one another daily.
2. Make hats that read: Pamper Me, Ridicule Me, Defend Me, Ask Me, Praise Me and Ignore Me. After dividing into groups, place one on a student's head in each group. Play a game, treating people according to the hats. Afterward, evaluate feelings as a class.
3. Help the class develop creativity by exploring sounds. Bring a tape recorder into class and have the students take turns making sounds in various categories: "low" noises, cat noises, "demon" sounds, etc. Encourage them to be creative in the way they represent the categories.

4. For another creativity exercise, give the class a word or a choice of words to work with. The best words are those with a variety of meanings, e.g., sink, bend, turn. Instruct each student to put one word in the center of his/her paper. Give them one to two minutes to write all the words that come to mind as they look at that center word. Then, give the students about 10 minutes to write something based on the words in their cluster. The idea here is to be creative in their use of the concepts triggered by the words. Select a few to read to the class or collect them all and read the most creative to the class later.
5. Divide the class into small groups of four to six students. Each student should spend three minutes telling the other members of the group about something they accomplished and were proud of since age ten. Afterward, have the class as a whole discuss how they felt about "bragging." (Canfield/Wells, 43).

J. Bulletin board suggestions

1. "An optimist is wrong just about as often as a pessimist is, but the big difference is that he has a lot more fun." Anonymous

2. "Success is a journey, not a destination."

3. "Anything worth doing is worth doing poorly at first--as long as you give it a 100% effort."

4. "Sometimes we have to fail before we succeed."

5. Positive Self-Concept Clown:
Post a smiling clown holding balloons made from bright construction paper. On each balloon print a self-concept builder:
   a. Set realistic goals
   b. Focus on your strengths
   c. Help others
   d. Congratulate yourself
   e. Don't moan over your mistakes
   f. Remember, no one is perfect

   To make the clown, use fabric or construction paper. If using fabric, place a layer of quilt batting inside before turning the clown right-side out. Applique and/or machine quilt features in place.

K. Give test.

L. Evaluate test.

M. Reteach if necessary.

CONTENT OF UNIT I

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--You Are...What You...
2. TM 2--Each Person is Unique
3. TM 3--Four Basic Feeling States
4. TM 4--Listening Skills
5. TM 5--Guidelines for Decision Making
6. TM 6--Needs
7. TM 7--Goals
8. TM 8--Decision-Making Process
9. TM 9--Why is Your Self-Confidence Down?

F. Handouts

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G. Assignment Sheets

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5. AS 5--Listening for Feelings
6. AS 6--Values and Goals
7. AS 7--Goals
8. AS 8--You are What You Think
9. AS 9--Accepting Others
10. AS 10--Test for Self-Esteem
11. AS 11--Improving Self-Esteem

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Developing Creativity
2. JS 2--What Makes You Special?

J. Unit Test

K. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

A. Books and Curriculum Guides:

1. Atwater, Eastwood. Adolescence. Englewood Cliffs, NJ: Prentice Hall, 1983.

2. Berzonsky, Michael D. Adolescent Development. New York: Macmillan, 1981.

3. Branden, Nathaniel. How to Raise Your Self-Esteem. New York: Bantam, 1987.

   A resource on "living authentically."

4. Burns, David D., M.D. Feeling Good: The New Mood Therapy. New York: Signet, 1980.

   This book, available in paperback, focuses on ways to change our thinking processes, which can lead to decreased stress and depression. Written for the general public, the book covers self-esteem and grief issues.

5. Coleman, J.C. Relationships in Adolescence. Boston: Routledge and Kegan Paul, 1974.

6. Coleman, J.C. The Nature of Adolescence. New York: Methuen, 1980.

7. Csikszentmihaly, Mihalu, and Reid Larson. Being Adolescent. New York: Basic Books, 1984.

8. Erickson, E.H. Life History and the Historical Movement. New York: Norton, 1975.

   Discussion of the developmental model, including identity formation and identity confusion.

9. Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic, 1983.

10. Goldberg, Philip. The Intuitive Edge. Los Angeles: J.P. Tarcher, 1983.

11. Hamilton, Eva May, and Eleanor Noss Whitney. Nutrition: Concepts and Controversies. 2nd ed. New York: West, 1982.

12. Hopkins, J. Roy. Adolescence: The Transitional Years. New York: Academic, 1983.

    General text on adolescent developmental psychology.

13. Howard, Maria. Sometimes I Wonder About Me: Teenagers and Mental Health. New York: Continuum Publishing, 1983.

14. Howe, Leland. Taking Charge of Your Life. Allen, TX: Argus Communications, 1977.

15. Lauton, Barry, and Arthur S. Freese. The Healthy Adolescent: A Parent's Manual. New York: Charles Scribner, 1981.

16. Leman, Kevin. The Birth Order Book. New York: Dell, 1985.

17. Madaras, Lynda. Lynda Madaras' Growing-up Guide for Girls. New York: Newmarket, 1986.

18. Maslow, Abraham. Toward a Psychology of Being. 2nd ed. New York: Van Nostrand Reinhold, 1968.

19. May, Rollo. The Courage to Create. New York: Norton, 1975.

A philosophical discussion of the creative process.

20. Powell, John. Fully Human, Fully Alive. Niles, IL: Argus, 1976.

21. Powell, John. Why Am I Afraid To Tell You Who I Am? Insights of Self-Awareness, Personal Growth, and Interpersonal Communications. Allen, TX: Argus, 1969.

22. Rogers, Dorothy. Adolescents and Youth. Englewood Cliffs, NJ: Prentice Hall, 1985.

A college-level text on adolescent psychology.

23. Rubin, Theodor Issac. Overcoming Indecisiveness. New York: Avon, 1985.

24. Varenhorst, Barbara. Real Friends. New York: Harper, 1983.

25. Williams, Robert H., and John Stockmeyer. Unleashing the Right Side of the Brain. Lexington, MA: Stephen Green Press, 1987.

26. Zerafa, Judy. Go For It! New York: Workman, 1982.

B. Articles and Pamphlets:

1. Adolescence and Depression. National Institute of Mental Health: DHHS (ADM) 84-1337.

2. All about Twins. Newsweek, 11/23/87, 58 ff.

3. McKean, Kevin. "Intelligence: New Ways to Measure the Wisdom of Man." Discover, 10/85, 25-41.

Articles on various types of intelligence.

4. Policoff, Stephen Phillip. "In Search of the Elusive Aha!" New Age, 3/85, 43 ff.

5. Thomas, A., M.D., and S. Chess, M.D. "Genesis and Evolution of Behavioral Disorders: From Infancy to Early Adult Life." The American Journal of Psychiatry 141:1 (L/84), 1-9.

6. What Research Shows About Birth Order, Personality and I.Q. National Institute of Mental Health, DHEW 78-638.

C. Kits:

1. Creativity: The Human Resource Kit. Chevron Research Co., San Francisco: n.d.

HELPFUL RESOURCES

A. Books and Curriculum Guides:

1. Bingham, M.; Judy Edmondson; and Sandy Stryker. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. Santa Barbara: Advocacy, 1984.

   A workbook for women aged 14-20 to help them in the transition from adolescence to adulthood. A similar book for young men is called Challenge.

2. Burns, David. Intimate Connections. New York: Signet, 1985.

3. Buscaglia, Leo. Love. New York: Fawcett, 1972.

   A small book about "the largest experience in life," which also explores the roles of self-esteem, living authentically, and relating to others.

4. Canfield, Jack, and Harold Wills. 100 Ways to Enhance Self Concept in the Classroom. Englewood Cliffs, NJ: Prentice-Hall, 1976.

5. Hart, Carole, ed. Free to Be You and Me. New York: McGraw-Hill, 1987.

   Non-sexist stories and poems for children. Also available as a record with Marlo Thomas, Rosie Greer, and others.

6. James, Muriel, and Dorothy Jongeward. Born to Win: Transactional Analysis with Gestalt Experiments. Reading, MA: Addison-Wesley Publishers, 1971.

   Focuses on self-awareness and relating to others with exercises to improve self-esteem, understanding of self, and relating to others.

7. McCoy, Kathy. The Teenage Survival Book. New York: Simon & Schuster, 1981.

8. McCoy, Kathy. The Teenage Survival Guide: Coping with Problems in Everyday Life. New York: Wallaby Books, 1981.

   A book for teenagers, voted Best Book for Young Adults, by the American Library Association; discusses various aspects of growing up, e.g., school, dating, friends, careers.

9. McKay, Matthew, and Patrick Fanning. Self-Esteem. Oakland, CA: New Harbinger, 1987.

   An excellent paperback with exercises covering a cognitive approach to improving self-esteem.

10. Pilkington, J. Jaya, and the Diogion Group. Who Are You? Age-Old and Modern Techniques for Discovering the Kind of Person You Are--Your Attitudes, Abilities, Characteristics, and Personality. New York: Ballantine, 1986.

11. Rico, Gabriele. Writing the Natural Way. Los Angeles: Tarcher, Inc., 1983.

    A book focusing mainly on the creative process in writing, containing some exercises to enhance this skill or to deal with writer's block.

12. Tchudi, Stephen. The Young Learner's Handbook. New York: Scribner, 1987.

    Teaches various ways of learning. Emphasis is on creativity.

13. von Oesch, Roger. A Kick in the Seat of the Pants. New York: Harper & Row, 1986.

14. von Oesch, Roger. A Whack on the Side of the Head. New York: Warner Brothers, 1983.

    The above two books are detailed exploration into the creative process with numerous ideas for exercises. Discusses the various roles in the creative process--explorer, artist, judge, and warrior.

15. Wolf, Tony. I'll Be Home Before Midnight--I Won't Get Pregnant: Stories of Adolescence. New York: Vintage, 1988.

    A book for adolescents and their parents including discussion on drugs, teenage parents, and relationships with friends. Some of the content is in cartoons.

B. Articles and Pamphlets:

1. Coalition Index: A Guide to School Health Education Materials. American School Health Association (P.O. Box 708, Kent, Ohio 44240)

   Information on materials from nearly 20 national health-related organizations, categorized by content area. For each area there is a listing by grade level, a description of the materials, the submitting organization and the availability of the materials.

2. Teenage Health Teaching Modules (THTM). (Education Development Center, Inc., Suite 501, 55 Chapel Street, Newton, MS 02160.)

   A series of 16 health education modules for junior and senior high school students. Teaches the five health skills: self-assessment, communication, decision making, health advocacy, and healthy self-management. Information on drugs, drinking, driving, stress, diet; being comfortable with physical, social and emotional changes; community improvement.

C. Films, Filmstrips, and Videotapes:

1. Self-Esteem: Feeling Good about Yourself (video). Chatsworth, CA.: AIMS Media, 1984. 22 min.

   How self-esteem affects our behavior. Available for loan from Missouri Vocational Resource Center, 800/392-7217 or 314/882-9610 (HE video 7).

BUILDING SELF-ESTEEM

UNIT I

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Adolescence--stage of human development; the ages of people in this stage are approximately 13 to 19 years old; sometimes the term is applied to those who have developed secondary sexual characteristics (underarm and pubic hair, menstrual cycle, etc.).

B. Birth order--place of birth of children in family, e.g., firstborn, youngest, only child.

C. Dyslexia--learning disability which affects the ability to read.

D. Fraternal twins--two babies conceived at the same time, with two eggs fertilized separately by two separate sperm; these twins are no more alike or dissimilar than other brothers and sisters.

E. Goal--specific event being worked toward; something to accomplish.

F. Heredity--characteristics of parents and grandparents which are passed along in the genes and chromosomes.

G. Identity (personal identity)--psychological and social sense of "who am I and where do I want to go" (Adolescence and Depression).

H. Identical twins--two babies produced from the same fertilized egg. After the egg is fertilized by the sperm, the egg divides, so that the children have the exact same heredity.

I. Needs--conditions required by individuals for survival and development.

J. Personality--similar to identity; a combination of the unique qualities of a person--temperament, habits, attitudes.

K. Phobia--an extreme fear of something, which to others seems irrational.

L. Prejudice--process of assuming something about someone before having sufficient information about them; pre-judging.

M. Stereotyping--similar to prejudice; having fixed beliefs about a person or group without allowing for their individuality.

N. Temperament--behaviors which describe a person's usual way of responding to situations.

O. Values--our beliefs about the world and about how we should conduct our lives.

II. Basic concepts

(Objective 2; TM 1; JS 1)

A. What is self-esteem?

1. Self-esteem is a judgment or estimate of one's own significance or worth. It is the extent to which the individual feels capable and successful.
2. High self-esteem is a positive estimate of one's own worth that is characterized by self-confidence, independence, assertiveness, self-respect, pride, self-acceptance, expressiveness, and dominance.
3. Behaving with self-confidence, independence, assertiveness, self-respect, pride, self-acceptance, expressiveness, and dominance will also help build self-esteem.
4. High self-esteem is important because the way we feel about ourselves affects our behavior, ability to solve problems and enjoyment of life.
5. People who feel positive about themselves experience more joy in life.
6. People who feel positive about themselves are self-accepting. They take joy in their successes. They also can recognize the things they would like to change about themselves and can work to change them.
7. People with high self-esteem are usually more independent and more outspoken. Therefore, they may not always be liked by others as much as some people with lower self-esteem who are more likely to go along with the crowd.
8. People with high self-esteem value their opinion of themselves more than the good opinion of others.
9. People with low self-esteem may experience depression and find more difficulty maintaining high self-esteem.
10. Low self-esteem can range from mild disappointment in oneself to self-hatred.
11. People with very low self-esteem often have rigid, perfectionist standards and are very critical of themselves for not meeting those standards.
12. People with very low self-esteem find it difficult to accept that it is normal and usual for people to make mistakes.

B. Self-esteem is a result of four areas of functioning. People who have high self-esteem show some ability in each of these areas. However, it is not necessary to have complete success in all these areas to have high self-esteem.

1. Power--the ability to influence others and be in charge of our own lives.
2. Significance--acceptance, attention, and affection from others.
3. Virtue--adherence to moral and ethical standards. Living our daily lives according to our values and beliefs is called "living authentically."
4. Competence--successful performance in meeting demands for achievement.

C. Self-esteem depends upon one's expectations.

1. If you expect yourself to be perfect, your inability to meet that expectation will eat away at your self-esteem. Everyone must expect some failures as part of life. Failure to succeed at a task does not reduce your worth as a human being.
2. Do not play down what you have accomplished; do not undervalue what you have mastered. When you do meet a challenge, reward yourself. You do not have to tell the world, but at least congratulate yourself.

D. Personal identity

1. Development of a personal identity is essential to the development of high self-esteem.
   a. One of the tasks of the growing child is development of his/her identify or self-definition.
   b. This identity must be in harmony with the person's personal needs and desires and with the immediate culture and society in which he/she lives.
   c. Adolescence is the time when major decisions are made about the development of this identity.
2. The adolescent attempts to make decisions about questions which will determine the further direction of his/her life. Among these questions are:
   a. What do I believe?
   b. What do I value?
   c. What do I want in life? (Employment? Education? Marriage? Children?)
   d. What kind of friends do I make? What kind do I want?
   e. What is my role as a male/female?
   f. How do I handle my emotions?
3. The challenge of adolescence is "to be oneself" and to share oneself with others.
4. The adolescent who is not clear about these questions may experience "identity confusion" rather than "identity formation."
5. People who are comfortable with their formed identity exhibit less anxiety, less alienation from others, more respect for authority, and higher self-esteem.
6. People who are comfortable with their identity are calm, nurturing toward peers, and reflective in decision-making.
7. Traditionally, males and females have taken different paths toward identity formation.
   a. Males have focused on vocational goals.
   b. Females have focused on relationships with others.
   c. Research indicates that males and females who focus on both vocational choice and personal relationships have higher self-esteem and clearer identity formation. (NOTE: For more information, see Adolescence and Depression.)

E. Creativity

1. Creativity is required in all areas of work and life, not just in the creative arts. Creative problem-solving is needed in all research and development activities.
2. People with high self-esteem are more willing to take chances, to try new things and risk failure.
3. Accept that failing is part of being human. The willingness to attempt new things is essential to the creative process.
4. Rollo May, in The Courage to Create, describes creativity as the result of a person knowing him/herself well, accepting him/herself, and interacting with his/her world. The creative process occurs as the person then views the world or a particular experience with originality or expresses originality in response to the environment.
5. People who are creative are willing to look at things in ways that are different from what has been done thus far.
6. Major advances and discoveries are a result of a willingness to risk ridicule and failure and to challenge accepted beliefs.
7. The willingness to look at ourselves and to question how we could be different is the foundation for personal growth.

8. Elements of creativity include noticing differences and similarities and making comparisons among ideas or events not previously connected.
9. Another element of creativity is the ability to take advantage of chance or the unexpected. Being open to such experiences, rather than being "thrown" by them, requires high self-esteem. (Chevron material, 5-10).
10. Many people mistakenly believe they are not creative because they "can't draw."
11. Elements inhibiting creativity are an emphasis on logical thinking and on competition. Overconcern about what is right and wrong also curbs creativity.

F. Leadership

1. Groups need leaders in various roles. High self-esteem enables people to become leaders.
   a. Leaders help group members accomplish necessary tasks.
   b. Leaders help group members get along with each other.
   c. To be an effective leader, a person must be willing to accept the responsibility of the leadership role.
2. In many groups, especially informal groups, there will be several leaders in different areas. One person might focus on getting people to get the task done, while another might help people get along.

III. Individual differences

(Objective 3; TM 2; JS 2)

A. Recognizing and accepting individual differences is an important reflection of high self-esteem.

1. Although we are all human beings, we are more different from each other than we are alike.
2. People with high self-esteem accept the things about themselves that are unique and the things about others that are different.
3. There is no one else exactly like you. This is part of what makes life exciting and what sometimes makes being a human confusing and frustrating.

B. Each of us has strengths and weaknesses--things we do well and things we don't do well.

1. The trick is to figure out what we do well and to capitalize on those traits.
2. Next, we need an understanding of what we don't do well. What things do we want to change?
3. We also must learn to accept in ourselves those things we cannot change or do not want to change. Accepting these traits means we do not make negative comments about these traits or put ourselves down because of them.
4. We need to be comfortable acknowledging our strengths. Sometimes people believe that to acknowledge a strength is to be boastful. All of us have good traits, and it is important that we recognize and acknowledge them.

C. Hereditary plays a part in the development of individual differences.

1. Parents are aware of the uniqueness of each human being. They note differences among their children almost immediately after birth. Sometimes these differences can be noted even during pregnancy.

2. Two researchers (Chess and Thomas) who followed more than 300 children from infancy to adulthood determined that there are some basic traits which are present at birth. These traits are categorized as "temperament" and describe the "how" of behavior. The areas where "temperament" seems to exist at birth are:
   a. Level of physical activity
   b. Adaptability to change in the environment
   c. General mood or disposition--cranky or pleasant, friendly or shy
   d. Distractibility
   e. Attention and persistence in activity
   f. Regularity or biological schedule, e.g., eating, sleeping
   g. Response to new people
   h. Sensitivity to environmental stimuli
   i. Intensity level of response
3. As a result of this research, we have an increased understanding of human behavior.
   a. If we understand that our early temperament has had a major influence on our present personality, it may be easier to accept ourselves as we are and put our energy toward controlling those areas that we wish to change.
   b. The response of adults to the infant's temperament contributes to the development of his/her personality.
   c. Identical twins raised in different cultural situations by very different adults have been shown to have significant similarities in personality and taste, in spite of their different environments. This leads scientists to believe that at least one-half of our behavior is under genetic control.
   d. Mental health problems such as schizophrenia and alcoholism seem to be greatly influenced by heredity. Children who have a birth parent who is alcoholic are now being warned to stay away from alcohol use because they are at high risk of becoming alcoholics.
   e. Stuttering is now regarded as an inherited problem.
   f. Learning disabilities such as dyslexia seem to be genetically based.
   g. Phobias seem to be genetically based.

D. Birth order may have some effect on personality.

1. Research in this area is not as conclusive as the role of heredity. While there does seem to be some relationship between birth order and personality, some researchers do not agree with the findings.
   a. Findings related to firstborns include:
      i. Firstborns turn to their parents for love and learn early to seek nurturing from others.
      ii. Firstborns often are given more responsibility in the family; as a result, many are seen as responsible in later years.
      iii. Firstborns are more likely to conform to the opinions of others.
      iv. Firstborns with siblings of the opposite sex were found to be more quarrelsome and jealous.
   b. Spacing between children is also important.
      i. Boys who have older brothers were found to be more friendly and sociable than those who have an older sister.
      ii. Children born several years apart are more likely to have more non-sibling playmates and therefore develop more confidence in relating to others.
   c. "Only children" (those who have no brothers or sisters) have higher self-esteem, yet seem more dependent upon their parents.

d. Middle children are more likely to get less emotional support from their parents and to feel unloved.
e. Last-born children are most popular with peers.
f. There are many reasons for the effect of birth order on children.
    i. Parents can give more time to their firstborn child.
    ii. Parents have less experience with the firstborn child and may expect too much or too little from him/her.
g. The importance of the research is that it gives insight into the reasons for behaviors and personality characteristics and gives a sense of what is needed to change that characteristic or behavior.

E. People have different cultural, ethnic, economic, or racial backgrounds.

1. People from some groups experience prejudice and stereotyping. When people they encounter treat them as unworthy, they may have difficulty maintaining high self-esteem.
2. People who have high self-esteem do not need to resort to prejudice or stereotyping when dealing with people who are "different." They are willing to experience people as individuals and can value the cultural, ethnic, economic, or racial differences that actually do exist.

F. Prejudice and stereotyping are sometimes applied to people with physical disabilities.

1. People with high self-esteem will not let physical differences interfere with the way they interact with people.
2. People with physical disabilities sometimes struggle with a conflict between a need for independence and a need for assistance.

G. People have various individual physical characteristics.

1. Especially during adolescence, people develop physically at different rates.
    a. These differences are normal. At any given age, some people will be short and some will be tall.
    b. Because a person is short at age 8 does not mean that he/she will be short at age 12, 15, or 20.
2. People are different physically.
    a. Some people are tall; some are short.
    b. Some people are slim; some are stocky.
    c. Hair color varies, as does eye color.
3. The key to high self-esteem is to accept the way you are in the areas that you cannot change.

H. Adolescents and young adults are concerned with popularity and dating.

1. Teens who are not dating, especially those who are not interested in dating, may feel "out of place," or that there is something wrong with them. In fact, not dating is a normal variation. If, however, you are interested in dating and haven't asked someone or been asked, focus on developing your interpersonal skills (as discussed later in this section) and your own interests.
2. Some teens are interested in "going steady" (dating only one person). Other teens rather date more casually, going out with several different people or dating in groups.

3. Some teens' dating involves some forms of sexual behavior, while other teens postpone sexual behavior until they are older.
4. High self-esteem makes it easier to behave in ways which are comfortable to you, rather than allowing yourself to be pressured into doing something you do not want to do.

I. While the word "family" may bring up a picture of mom, dad and kids with pets, there are, in fact, many different patterns of home life.

1. Almost everyone recognizes the one-parent family where the parents are divorced. There are, however, one-parent families where one parent has died or lives and works in another city.
2. There are merged families where one parent remarries and whose children now have a step-parent and extra grandparents. In addition, the step-parent may have children who are shared in joint custody or may become a part of the new "blended" family.
3. There are also families that include aunts, uncles, cousins and/or grandparents as part of the household. Or, a child may live with one of these relatives instead of with a birth parent.
4. Other family variations include families with one or more adopted children, families with foster children, and families that live with other families in a special community.
5. It is important to self-esteem to accept your family and not feel that your family is somehow "different" or "less than normal."

J. People differ in the ways they think. Schools usually stress the value of intelligence and use the student's ability on tests to prove how "smart" he or she is. However, most tests assess only two kinds of skills, linguistic and logical mathematical.

1. According to Howard Gardner, author of Frames of Mind, people develop strengths in at least one of the following seven areas of basic intelligence:
   a. **Linguistic** intelligence is the ability to use language (written and spoken) to convey meaning to others and/or to persuade others to do something.
   b. **Musical** intelligence encompasses rhythm and melody. People with skill in this area like music. They spend time listening to it and they make music (even if only a rhythmic sound with the hands or a melodic sound with the mouths). Some also write music.
   c. **Logical-mathematical** intelligence focuses on patterns and categories. Mathematics is an area that uses logic to build and manipulate patterns and categories.
   d. **Spatial** intelligence is the ability to determine relationships among objects. Good visualization skills result. Artists have good spatial intelligence.
   e. **Kinesthetic** intelligence is reflected by the ability to use the body well and to use objects well. Sports require kinesthetic ability.
   f. **Personal** intelligence is the ability to know yourself and others.
   g. If someone is not particularly gifted in the logical/mathematical way, look for another area where he/she excels. If that person has low self-esteem, point out the area where he/she outshines others in class.

K. In summary, people are different. Each person has a unique combination of characteristics in these areas:

1. Physical
2. Intellectual

3. Emotional
4. Social
5. Moral/spiritual (Howe, 29)

IV. People with high self-esteem communicate in positive ways.

(Objective 4; TM 3, 4; HO 1, 2, 3; AS 1, 2, 3, 4, 5)

A. They express their feelings and emotions constructively.

1. In order to **express** your feelings you must **be aware** of your feelings. When you are reacting to a situation and are not sure what you are feeling, start thinking about the four basic "feeling states:" mad, sad, glad, and scared. Which one (or ones) most closely approximate(s) the way you feel?
2. It is very difficult to let someone know that you do not like the way they are behaving.
   a. Rather than risk a confrontation, people sometimes pretend that they are not upset, act in a passive manner, or just go along.
   b. Sometimes people react angrily. They "tell off" the person in an aggressive manner.
   c. Rather than being passive or aggressive, a third and better approach is called assertiveness.
      i. You talk only about observable behavior.
      ii. You talk only about your emotional reaction to the behavior.
      Example: I feel unimportant when you are late for dates.
   d. An important aspect of criticizing effectively is to focus on the **behaviors**, not on the **person**.
      i. Avoid assumptions about the behavior (and the person!).
      ii. Avoid drawing conclusions about the behavior (and the person!).
   e. Begin statements with "I". Avoid statements beginning with "you" since this puts the other person on the defensive or makes them feel guilty. Neither reaction encourages communication.

B. People with high self-esteem are able to tell another person about themselves.

1. This process, called self-disclosure, is also a way of getting to know yourself better--you acknowledge who you are and receive feedback from another.
2. Being able to tell someone else about yourself is based on your ability to see yourself as you are and accept yourself.
3. Sometimes people are afraid to tell another person about themselves for fear of what the other person will think about them. However, when you get a positive response, your self-esteem rises and your willingness to take risks increases. It is, of course, important to choose carefully when you decide to tell someone about yourself.

C. People with high self-esteem are able to accept compliments and recognition, which shows that they feel comfortable with their strengths.

D. If you have difficulty accepting compliments, make yourself say "thank you" when someone compliments you.

1. When someone says, "You did a super job," do not respond with "I'm sure you tell everyone that" or "I thought Jane did so much better." If you cannot say "I worked very hard on that presentation/paper/project; I'm glad it went well," just say "Thank you."
2. When you refuse a compliment, you hurt yourself **and** the person complimenting you.
3. Practice taking compliments in . . . not pushing them away.

E. People with high self-esteem are interested in what other people are saying. Positive listening skills are necessary. Listening is more than keeping quiet or keeping your mouth shut. Listening means **hearing** what another person is saying and **understanding** the impact or meaning to that person.

1. Physical responses also convey a message. Nodding the head, making eye contact, standing or sitting with an open posture (e.g. leaning toward someone, arms at the side) are elements of "body language" which tell the speaker you are interested.
2. Some verbal responses also tell the speaker we are interested in what the person is saying. A few are: "Really?" "I see," "Oh," "No kidding?"
3. Some responses are called "clarifying responses." These show interest by:
   a. Requesting additional information
   b. Paraphrasing--restating what the other person is saying in your own words ("are you saying . . . ?")
   c. Summarizing--restating the essence of what the other person is saying.
   d. Giving examples reflecting what the person may be saying ("does that include . . . ?")
4. "Active listening" or listening for feelings provides more--and often more accurate--information about what the person is saying. When you actively listen, you hear the content of the message and the way the other person feels about the content. If the feeling message is not clear, test the four basic feeling states--mad, sad, glad, scared. Then you can say, "It sounds like you are feeling angry at your parents."

F. Negative communication styles include:

1. Name-calling
2. Blaming
3. Labeling the motive
4. Judgments on the person's character
5. Changing the subject abruptly
6. Interrupting
7. Using "always" and "never" in statements. These words are accusatory and tend to stop interaction.
8. Avoiding eye contact or turning away from the speaker are physical reactions which stop conversations.

G. Handling criticism well is a reflection of high self-esteem.

1. People give criticism for a variety of reasons. Not all of them are valid.
2. When you are criticized, ask yourself the following questions.
   a. Is the criticism problem-centered or personal?
   b. Is it specific or vague?
   c. Is it descriptive or judgmental?
3. If you answer with "problem-centered, specific, or descriptive," the criticism may be valid.

4. When you are criticized unjustly or in a way that hurts, bolster yourself against the self-esteem drain which can result.
    a. Try to hear the real issue behind the criticism.
    b. Give the criticizers time--their emotions will run down.
    c. Let the critic know you will not accept "put downs."

V. Decision making and goal setting

(Objective 5; TM 5, 6, 7, 8; AS 6, 7)

A. Everyday you make many decisions.

1. Some are minor, such as where to go for lunch.
2. Some are major, such as where to go to college.
3. The decisions you make help define the person you are.
4. Taking risks (trying something new) is important.
    a. One reason people hesitate to take risks is that they are afraid that others will disapprove of what they are doing.
    b. Another reason people hesitate to try something new is that they are afraid of the possible consequences or of failure.
        i. Ask yourself, "What is the worst thing that can happen?" It is usually not all that bad, and it is usually something that you could handle if it did happen.
        ii. Ask yourself, "How likely is it that the worst thing will happen?" It is usually not all that likely.
5. Making no decision is a type of decision.
6. Letting others make your decisions is a type of decision.
7. Sometimes an opportunity which was not part of your plans will present itself.
    a. If you take advantage of an unexpected opportunity, you may have a chance to do something you have always dreamed of doing.
    b. You may have a chance to do something you never dreamed you would be able to do.
    c. Unexpected opportunities may give you a chance to experience something that will be life-changing.
    d. If you take advantage of an unexpected opportunity, you will take a risk.

B. Understanding your short-term goals (less than one year) and long-term goals (more than one year) will help as you are faced with decisions.

1. There is an old expression, "If you don't know where you are going, how will you know when you get there?"
2. Understanding your needs will help with decision-making and goal-setting.
    a. An imminent psychologist, Maslow, viewed humans as in the process of growing toward self-actualization (or self-fulfillment), which he considered the highest of human needs on his hierarchy of needs.
    b. The process of growing to self-actualization involves focusing on needs in a specific order.
        i. First, each person must attend to basic physical needs, such as nutrition and shelter.
        ii. When those needs are taken care of, the person can focus on the need for safety, which includes security (financial security and employment). Focus on safety issues increases when there is war or persistent stress.

iii. When people feel physically and emotionally safe, they can focus on developing loving relationships.
iv. Safe, loving people can focus on developing self-esteem.
v. Self-actualization is a state that few people reach. Self-actualizers live life authentically and fully, using all their senses to experience the world. (NOTE: For more on this, see Powell's books.) Creativity is a demonstration of self-actualization.

3. Understanding what you value in life will help you make decisions. What is important to you? What do you want to accomplish with your life? Some areas in which people develop goals are:
   a. Work/career
   b. Health
   c. Financial
   d. Friends
   e. Family
   f. Educational
   g. Leisure time
   h. Personal growth
   i. Purpose of life (self-fulfillment)

C. Understanding your needs and your values enables you to define the problem. What is it you are trying to decide, and why does it matter?

D. Determine the alternatives. List all the options you can think of, no matter how strange the idea may sound initially. This process is called "brainstorming."

1. The more options you consider, the more likely you will be to make the best decision.
2. If the decision is a major one, you may want to talk with an expert. You may need to get more information to understand the options available. Check with the library. Consult a friend, or look into other resources which may help.
3. Do not permit this step to go on so long that you no longer have options.

E. Consider the positive and negative consequences of each alternative.

1. What will I need to do if I make that decision?
2. What will I lose if I make that decision?
3. Is one option less expensive than another?

F. Make a choice; determine a plan; set a goal.

1. Rubin (Overcoming Indecisiveness) states that we must realize "THE BIG FACT": **In many instances, no one decision is better than another.**
2. Some decisions may require painful first steps. For example, if you decide you want to play on the varsity basketball team, you will first have to give up smoking and modify your diet.
3. A goal is a specific condition we want to achieve. Goals must be concrete and measurable. What do I want to accomplish? When do I want to accomplish it?
   a. Determine the steps necessary to reach the goal. Keep in mind **when** you need to or will accomplish these steps.
   b. Goals must be distinguished from wishes or values.

c. Most of us do not have the time or money to pursue several major goals at one time. Therefore, we must determine our priorities. What is the most important thing to accomplish first?
d. Writing down short-term and long-term goals helps clarify them. Writing them down also makes it easy to review the progress being made toward the goals.
e. Goals must be realistic.
f. Practice makes perfect. You will develop increased confidence in your decision-making abilities as you continue to set goals.

G. Act! Make a commitment to do something. A decision without action is a nondecision.

H. Monitor your progress toward your goal. Reassess your choice based on how that choice is working for you.

1. Look again at your needs, values, and long-term goals.
2. Note your ability to make decisions and act on them.
3. If the choice seems to be working, allow yourself to feel good about your abilities.
4. If the choice is not working, be flexible. Many decisions are **not** forever. If it is not working, what new information do you have or need to get to make a better decision? Changing your decision is the appropriate response when a previous decision is not working.
5. Watch out for the "self-esteem drain". You are not a failure even if your choice failed. You made the best decision at the time. **Now** is another time, so reevaluate and begin the process again. Make the best decision possible now with the information you have.

VI. Self-acceptance

(Objective 6; TM 9; AS 8, 9, 10, 11)

A. Self-acceptance means "I'm O.K."

1. Accept your limitations without excuses.
2. Accept your emotions without denial or rationalization.
3. Believe that there are good things about you.
4. Work in small steps at the things you want to change about yourself.

B. Self-acceptance includes accepting others, even though they may be different from us, and understanding the thoughts and feelings of others without trying to change them.

1. Being able to feel empathy and compassion for others will help you respond in the same way to yourself. Practice using compassion and empathy on yourself to help you to have empathy and compassion for others.
2. The first step in accepting yourself and others is to get to know the other person (or yourself). Use active listening skills and other communication skills so you can **hear** the other person. Listen to your internal voice, too.
3. Do not judge yourself or others. Just listen and accept. We have many judgment words in our culture: good/bad, right/wrong, ugly, stupid, lazy. These judgement labels keep us from getting to know ourselves and others. Describe behaviors (she completes tasks slowly), rather than labeling the person (she is slow).

4. The ability to forgive is an important part of accepting ourselves and others. Put those mistakes or hurtful incidents in the past. Rather than rejecting the person, acknowledge that the person made a mistake.
5. Another step in acceptance is the ability to acknowledge that you (or someone else) did the best you could at the time. Given the situation, your thinking at the time, your feelings at the time, the choices you could see, and your resources (emotional and financial) at that time, you did the best you could.

C. The whole person

1. Each person has three sides:
   a. Your self-image--who you believe you are
   b. Your ideal self--the one you'd like to be
   c. Your public self--the one others see
2. The focus of personal growth is to bring these three parts closer together.
3. Each person is in the process of changing continually. Each new experience, each decision made, leads to a new facet of the whole person.

You Are...What You...

Want and Value

Need

Think

Look Like

Believe

Each Person is Unique

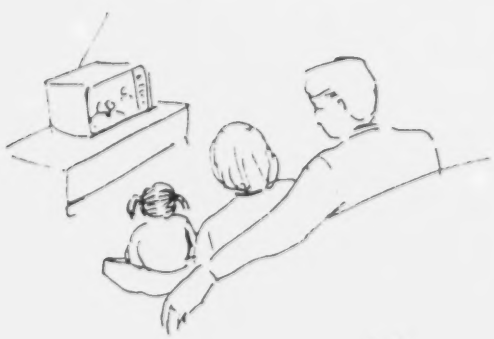
Physically
- heredity
- race
- handicaps
- birth order place
- economic and cultural backgrounds
- physical characteristics

Intellectually
- types of thinking

Emotionally
- calm
- excitable

Morally/Spiritually

Socially
- family/home life
- dating patterns



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Four Basic Feeling States

Mad

Sad

Glad

Scared

Listening Skills

Listening is more than keeping your mouth shut!

Body Language

Nod head
Make eye contact
Arms at side
Smile

Comments

"Really?"
"I see."
"Oh."
"No, kidding."

Clarifying Responses

Ask questions. "How did that happen?"
"Who told you that?"
Paraphrase. "Are you saying..."
Give examples. "Does that include..."

Active Listening

"Sounds like you are feeling..."

Guidelines for Decision Making

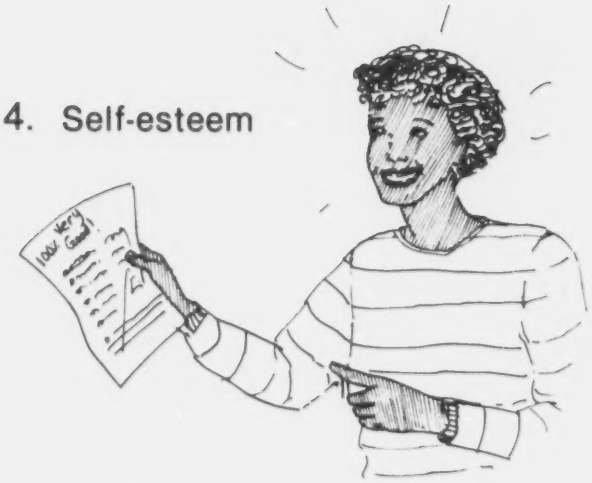
1. Avoid making a decision under stress.
2. Avoid making snap decisions.
3. Make a decision when it is needed.
4. When others will be affected by your decision, consult them.
5. Base your decisions on the facts available.
6. Once a decision is made, go on with your priorities.

Needs

1. Physiological

2. Safety

4. Self-esteem



3. Love and Belongingness

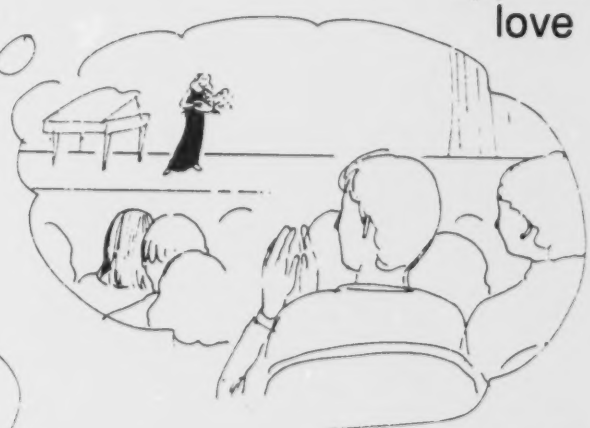
5. Self-actualization

Goals

W + N + V = G

Wishes
concert hall
pianist

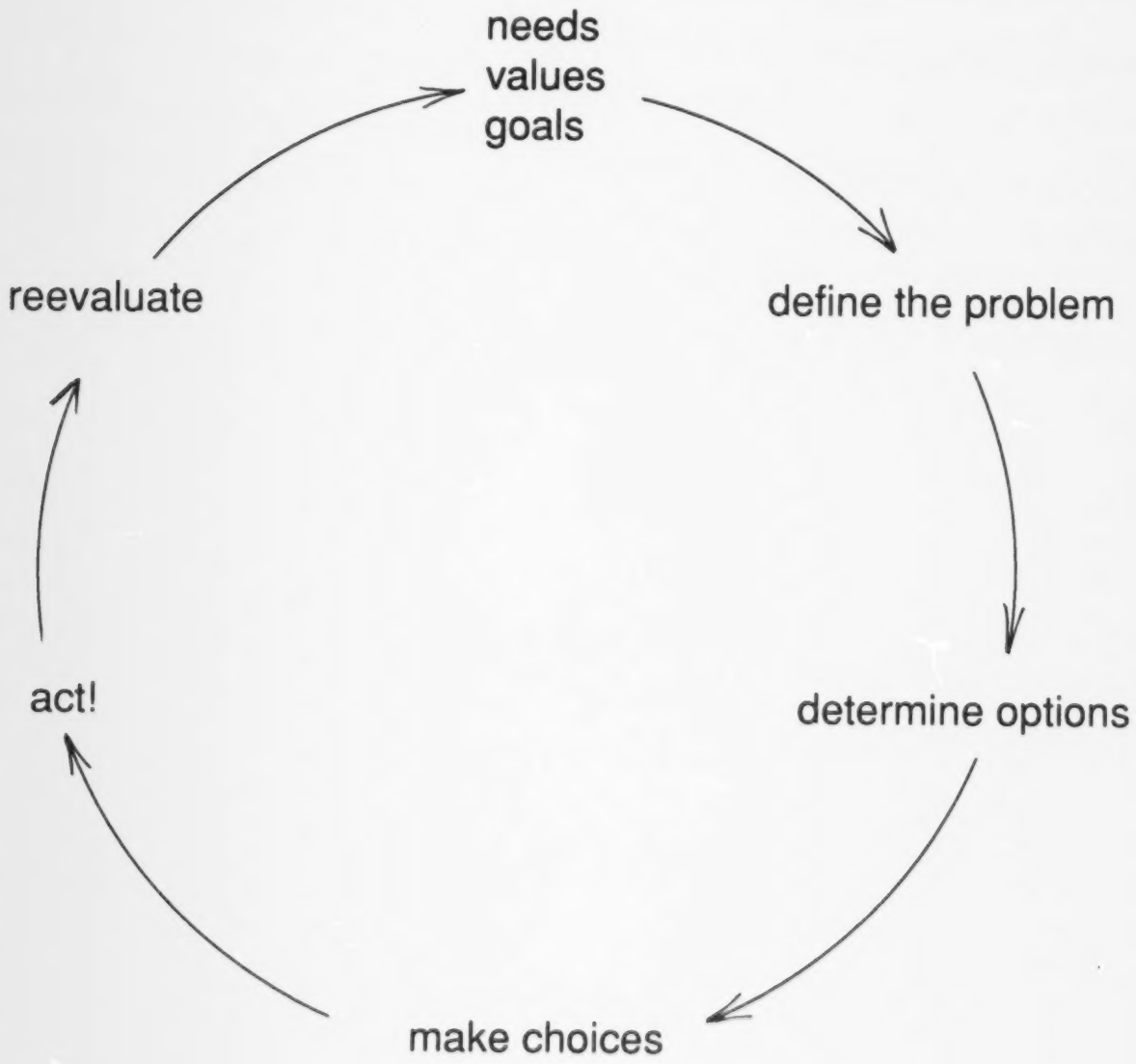
Needs
approval
love



Values
music

Goals
piano
lessons

Decision-Making Process



TM 9

Why is Your Self-Confidence Down?

- ☐ A fear of growth, change, and risking?
- ☐ Procrastinating ("I'll try tomorrow")?
- ☐ "Giving Away" your talents and abilities for others to use for accomplishment?
- ☐ Feeling guilty ("I'm not worthy...)?
- ☐ Quitting - before you might fail?
- ☐ Using "if only..." (as an excuse)?
  - ... I had been born rich?
  - ... I were prettier!
  - ... I was good in math, etc.

BUILDING SELF-ESTEEM

UNIT I

HANDOUT 1--FEELING STATES

The four basic feeling states:

mad	glad
sad	scared

I feel:	a little	mad
	somewhat	sad
	very	glad
		scared

Other feelings are variations of the basic feelings listed above:

annoyed	flustered	tense
anxious	frantic	uneasy
bad	frustrated	nervous
bitter	guilty	unsettled
blissful	intimidated	worried
bored	overwhelmed	grouchy
calm	panicked	ashamed
cheerful	peaceful	excited
confused	petrified	joyful
contented	pleased	strong
defeated	relaxed	busy
distraught	restless	trapped
eager	shocked	shy
ecstatic	silly	hurt
foolish	stunned	hopeless
		lonely

BUILDING SELF-ESTEEM

UNIT I

HANDOUT 2--SELF-INVENTORY ADJECTIVES

1. Anxious
2. Attentive
3. Adventuresome
4. Ambitious
5. Argumentative
6. Competitive
7. Cooperative
8. Careless
9. Creative
10. Courageous
11. Considerate
12. Cheerful
13. Capable
14. Diplomatic
15. Decisive
16. Domineering
17. Disorganized
18. Even-tempered
19. Forgetful
20. Fearful
21. Forgiving
22. Humorous
23. Helpful
24. Honest
25. Intuitive
26. Indecisive
27. Independent
28. Intellectual
29. Impatient
30. Kind
31. Logical
32. Loving
33. Naive
34. Optimistic
35. Open-minded
36. Obedient
37. Precise
38. Pessimistic
39. Persuasive
40. Responsible
41. Rigid
42. Scatterbrained
43. Shallow
44. Silly
45. Sensitive
46. Stubborn
47. Self-conscious
48. Self-controlled
49. Tactless
50. Thoughtful
51. Timid
52. Worrywart
53. Withdrawn

BUILDING SELF-ESTEEM

UNIT I

HANDOUT 3--WHAT'S YOUR COMMUNICATION STYLE?

The PASSIVE Communicator	The AGGRESSIVE Communicator	The ASSERTIVE Communicator
Sends few messages. Doesn't want to risk confrontation or disagreement. Denies being upset. Does not take responsibility for his/her thoughts or feelings or try to express them. Wants others to guess what he/she is thinking and feeling. "I'm not upset." Lets people "walk all over" them.	Tries to send messages, but fails because his/her listeners reject them. Name caller, blames. Tries so hard to express him/herself, that he/she doesn't consider the thoughts of others. Attempts to communicate end in frustration for him/her and for the receiver. "You are so stupid."	Says what he/she thinks or feels. Avoids attacking others or coming on too strong. Explains his/her feelings in a calm, direct way and focuses on his/her feelings. Describes observable behavior. Probably communicates well. I feel... (feelings stated) When you... (observable behavior)

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 1--SELF-AWARENESS TASK

Directions: Here is a way to identify yourself more fully and become more aware of what the "real" you is like! Finish each sentence below briefly and as quickly as you can, without thinking too hard. (Go with your first thoughts and reactions.) Remember, this is a confidential task and you do not have to please anyone but yourself. Have fun with it!

1. I really get a lot of pleasure when I . . .
2. What "bugs" me the most is . . .
3. The best way I can think of to use my spare time is to . . .
4. What I would really like to be doing in five years is . . .
5. I would like my friends to . . .
6. If I were the president of the student body, the first thing I would do is . . .
7. If I could spend all my time in one course at school, it would be . . .
8. The thing I would like people to admire me for is . . .
9. My idea of a good job is . . .
10. Something I want that I have not told anybody about before is . . .

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 2--PASSIVE, AGGRESSIVE, AND ASSERTIVE

Directions: For each situation, write an example of an assertive response, a passive response and an aggressive response.

	Assertive	Passive	Aggressive
1. Your friend often borrows clothes from you. Usually she doesn't return them until you remind her. When she does return them, they are usually dirty or wrinkled. Today she asks to borrow your new sweater.			
2. Each Saturday morning you pick up your friend for soccer practice. Because he is never ready on time, you are always 10 minutes late. This morning, as usual, he is not ready when you arrive at his place.			
3. In biology class, the person who sits next to you frequently whispers jokes and makes remarks on the side. Your teacher has reprimanded both of you several times when this has occurred.			

	Assertive	Passive	Aggressive
4. You are head of the school committee to plan the spring dance. Each member of the committee has a job to do. You have called several meetings to make decisions about the dance, but several members have failed to show up or have not brought the information needed to make the decisions.			

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 3--KNOW YOURSELF

Directions: Write short statements about the situations described.

1. Write a paragraph about each of the following.

   a. The happiest time of your life

   b. A critical turning point

   c. A missed opportunity

2. Use Handout 1 (Feeling States) to identify the parts of yourself you used during these moments and Handout 2 (Self-Inventory Adjectives) to identify how you feel.

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 4--BE ASSERTIVE

Directions: Think of a difficult situation similar to the ones on Assignment Sheet 2.

1. Write a summary of the problem.

2. Think about and write what you really want to do.

3. List the reasons for not just doing what you really want to do.

4. Think of a way to solve your problem by being **assertive.** What can you say and do to accomplish what you want without the negative results?

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 5--LISTENING FOR FEELINGS

Directions: Write at least one "active listening" response to each statement, as if a friend were talking with you. Refer to Handout 1 to review possible feelings.

	STATEMENT	ACTIVE RESPONSE
1.	"Oh boy, only 10 more days until school is out."	
2.	"I'll never be able to get all the homework done Mrs. S. gave us."	
3.	"George doesn't want to see me anymore. I'll never have another boyfriend."	

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 6--VALUES AND GOALS

Directions: You have just learned that you have only one more year to live. Write several paragraphs on how you would spend the last year of your life, assuming that physically and financially you could do whatever you wanted.

Your plans should reflect your values and your needs.

Your goals should be concrete and measurable. Remember to include long-term and short-term goals.

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 7--GOALS

Goals are specific conditions we want to achieve. Goals need to be concrete and measurable. Sometimes several short-term goals are needed to reach a long-term goal.

For example:

WISH: I love to travel.

NEED: I enjoy seeing other areas of our country and experiencing the various people and cultures. I feel renewed emotionally and my sense of creativity is heightened (self-actualization).

VALUE: Traveling is important to me.

GOAL: Long-term: I will go on at least one one-week vacation each year to a different part of the country.

Short-term:

1. I will save $50 a month to pay for my vacation.
2. I will meet with my travel agent in February to discuss places to go.

Directions: Use the above format to create a goal chart of your own.

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 8--YOU ARE WHAT YOU THINK

Directions: Below are 10 statements that a person could repeat to him/herself. Read each statement and determine whether it is a POSITIVE (+) self-talk statement that reflects a healthy and success-oriented outlook, or if it is a NEGATIVE (-), cynical, or unproductive statement. Check the appropriate space on the right to indicate your decision.

		+	-
1.	"Life is full of changes and people must adapt to new things in order to grow."	___	___
2.	"Watch out! There is someone behind every corner waiting to get you!"	___	___
3.	"Don't get mad; get even."	___	___
4.	"No two people are alike. Everyone has talents and abilities unique to them."	___	___
5.	"I believe every cloud has a silver lining and that I can make some good come out of any situation."	___	___
6.	"Oh, I could not pass the Algebra exam; no one in my family has ever been smart in math or science!"	___	___
7.	"I am a master of my own ship in life and have the choice and ability to chart my own course."	___	___
8.	"Although they are not always accepted by the group, my ideas are fine and still hold value to others."	___	___
9.	"I am so ashamed. I was not selected for even a minor role in the school play!"	___	___
10.	"There are too many blocks in my path to go to college. I am boxed in!"	___	___

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 9--ACCEPTING OTHERS

Directions: List the names of everyone in the class. Beside each name list something you like or admire about that person or something that they do well.

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 10--TEST FOR SELF-ESTEEM

Directions: Place a check before each statement that currently describes you.

___ 1. I usually feel inferior to others.

___ 2. I normally feel warm and happy toward myself.

___ 3. I often feel inadequate in handling new situations.

___ 4. I usually feel warm and friendly toward all I contact.

___ 5. I habitually condemn myself for my mistakes and shortcomings.

___ 6. I am free of shame, blame, guilt, and remorse.

___ 7. I have a driving need to prove my worth and excellence.

___ 8. I have great enjoyment and zest for living.

___ 9. I am very concerned about what others think and say of me.

___ 10. I can let others be wrong without attempting to correct them.

___ 11. I have a strong need for recognition and approval.

___ 12. I am usually free of emotional turmoil, conflict, and frustration.

___ 13. Losing normally causes me to feel resentful.

___ 14. I usually anticipate new endeavors with quiet confidence.

___ 15. I am prone to condemn others and often wish them punished.

___ 16. I normally do my own thinking and make my own decisions.

___ 17. I often defer to others because of their wealth or prestige.

___ 18. I willingly take responsibility for the consequences of my actions.

___ 19. I am inclined to exaggerate and lie to maintain self-image.

___ 20. I am free to give preference to my own needs and desires.

___ 21. I tend to belittle my own talents, possessions, and achievements.

___ 22. I am free to speak up for my own opinions and convictions.

___ 23. I habitually deny, alibi, justify, or rationalize my mistakes and defeats.

___ 24. I am usually poised and comfortable among strangers.

___ 25. I am very often critical and belittling of others.

___ 26. I am free to express love, anger, hostility, resentment, joy, etc.

___ 27. I feel very vulnerable to others' opinions, comments, and attitudes.

___ 28. I rarely experience jealousy, envy, or suspicion.

___ 29. I am a professional people-pleaser.

___ 30. I am not prejudiced toward racial, ethnic, or religious groups.

___ 31. I am fearful of exposing my real self.

___ 32. I am normally friendly, considerate, and generous with others.

___ 33. I often blame others for my handicaps, problems, and mistakes.

___ 34. I rarely feel uncomfortable, lonely, and isolated when alone.

___ 35. I am a compulsive perfectionist.

___ 36. I accept compliments and gifts without embarrassment or obligation.

___ 37. I am often compulsive about eating, smoking, talking, or drinking.

___ 38. I am appreciative of others' achievements and ideas.

___ 39. I often shun new endeavors because of fear of mistakes or failures.

___ 40. I make and keep friends without trying.

___ 41. I am often embarrassed by the actions of my family or friends.

___ 42. I readily admit my mistakes, shortcomings, and defeats.

___ 43. I have a strong need to defend my acts, opinions, and beliefs.

___ 44. I take disagreement and refusal without feeling put down or rejected.

___ 45. I have an intense need for confirmation and agreement.

___ 46. I am eagerly open to new ideas and proposals.

___ 47. I customarily judge my self-worth by comparison with others.

___ 48. I am free to think any thoughts that come to mind.

___ 49. I frequently boast about myself, my possessions, and achievements.

___ 50. I accept my own authority and do as I, myself, see fit.

This assignment sheet is for the student's own use and should not be collected or graded.

BUILDING SELF-ESTEEM

UNIT I

ASSIGNMENT SHEET 11--IMPROVING SELF-ESTEEM

Directions: Following completion of Assignment Sheet 10--Test for Self-Esteem, take a second look at the odd-numbered statements (1, 3, 5, etc.). What have you learned about statements like these from the material in this unit or from any other readings you have done on self-esteem?

List three areas that are problems for you. What do you need to do to improve in these areas? Develop goals for working on them. Remember to develop short-term and long-term goals and time lines, and to prioritize these goals.

1.

2.

3.

BUILDING SELF-ESTEEM

UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

This assignment is not to be collected or graded.

ASSIGNMENT SHEET 2

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 3

This assignment is not to be collected.

ASSIGNMENT SHEET 4

This assignment is not to be collected.

ASSIGNMENT SHEET 5

This assignment should be evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 6

This assignment is not to be collected.

ASSIGNMENT SHEET 7

This assignment is not to be collected. It may be used for class discussion.

ASSIGNMENT SHEET 8

This assignment is not to be collected. It may be used for class discussion.

ASSIGNMENT SHEET 9

This assignment is not to be collected.

ASSIGNMENT SHEET 10

This assignment is not to be collected.

ASSIGNMENT SHEET 11

This assignment is not to be collected.

BUILDING SELF-ESTEEM

UNIT I

JOB SHEET 1--DEVELOPING CREATIVITY

Directions: The following situtations will help you break the normal routine. Try them out in class or at different times during the day, as your instructor directs.

1. Become an object. Imagine being this object, e.g., tennis ball, piano, food processor. Write about "your world" as that object.

2. Do something different. If you usually move quickly in accomplishing tasks, slow down purposely for five minutes. Complete a task in exaggerated slow motion movement. For example, make your bed, walk to school, eat a sandwich.

3. Use all your senses to experience a particular object. See, touch, taste, hear, smell. While touching and looking at a cracker and peanut butter, for example, imagine what it tastes like, what noise it makes, what it smells like. Then experience something totally different from the first object--like a rock.

BUILDING SELF-ESTEEM

UNIT I

JOB SHEET 2--WHAT MAKES YOU SPECIAL?

WHO ARE YOU? What makes you so different from anyone else? It's an important question. You have to understand yourself before you can let anyone else in on the secret. Work you are doing in this unit helps you find out some details about yourself. This activity will steer you in the direction of thinking about your distinctive qualities.

Directions: Make a collage--a picture that is filled with many pictures, words, colors, and symbols--that tells about you.

1. Begin with a feature unique to every individual--your fingerprints.

2. Choose a part of your anatomy you think is distinctive--your hair, nose, eyes, etc. . . .

3. Find a picture of your favorite food and favorite style of dress.

4. Find a picture of someone engaging in your favorite sport, hobby, or school subject.

5. Write a poem and call it "Me."

6. Find a picture that symbolizes your responsibility.

7. What's your favorite color? Show an example of this.

8. What else is there about you that is special? Think of two words that tell a lot about your personality and write them in large letters.

9. Find a picture that shows someone doing something that reflects one of your goals, or find an object that represents one of your goals.

BUILDING SELF-ESTEEM

UNIT I

UNIT TEST

Directions: For each multiple choice question, choose the best answer and write its letter in the space provided.

___ 1. Which describes the degree to which people like and accept themselves (an estimate of one's significance or worth?

a. Identity
b. Personality
c. Self-esteem
d. Temperament

___ 2. Which is NOT an area of functioning that contributes to self-esteem?

a. Competence
b. Heredity
c. Significance
d. Virtue

___ 3. Which element inhibits creativity?

a. Emphasis on competition
b. Noting differences
c. Noting comparisons
d. Noting similarities of ideas or events

___ 4. Which approach enhances creativity?

a. Noting differences
b. Emphasis on competition
c. Overconcern about right/wrong
d. Emphasis on logical thinking

___ 5. Which type of intelligence would an artist most likely have?

a. Linguistic
b. Logical-mathematical
c. Spatial
d. Kinesthetic

___ 6. A person with the ability to effectively use written and spoken words to convey meaning to others has a high level of which type of intelligence?

a. Linguistic
b. Logical-mathematical
c. Spatial
d. None of the above

___ 7. Which is a positive communication skill?

a. Labeling the motive
b. Changing the subject abruptly
c. Interrupting the speaker
d. Clarifying responses

___ 8. Which is a negative communication skill?

a. Open body language
b. Comments
c. Active listening
d. Blaming

___ 9. Which describe(s) the focus of effective criticism?

a. The problem
b. Specifics
c. Descriptive
d. All of the above

___ 10. Which word does NOT usually put people on the defensive during a critical discussion?

a. You
b. I
c. Always
d. Never

Directions: Match each term with the descriptive phrase by writing the letter(s) in the space provided.

___	11.	Learning disability which affects the ability to read	a.	"The Big Fact"
			b.	Brainstorming
___	12.	Assuming something about someone before having sufficient information about them	c.	Creative people
___	13.	Make connections among ideas or events	d.	Dyslexia
___	14.	Process where many options are listed and no judgments are made about them	e.	Last-born children
			ab.	Firstborn children
___	15.	Theory that states that many times one decision is not better than another	ac.	Prejudice
___	16.	Seen as responsible	ad.	Risk taking
___	17.	Greatly influenced by heredity	ae.	Mental health problems
___	18.	Most popular with friends	bc.	"Thank you"

Part III--Listing: List answers to these questions.

19. What are five of the nine areas of variability in temperament that seem to be inherited?

    a.

    b.

    c.

    d.

    e.

20. What are the six steps in the decision-making process?

    a.

    b.

    c.

    d.

    e.

    f.

Part IV--Short Answer: Read the following situations and identify what the person is having a problem accepting.

Myoko is in the eleventh grade. Several years ago she and her parents immigrated to America from Japan. Although she had made friends here, Myoko feels shy and awkward in social situations. She always feels that people don't like her.

21. Myoko has low self-esteem. What is it about herself that Myoko does not accept?

22. What could Myoko's friends do to help her raise her self-esteem?

Shawn was born with one hand. His classmates feel uncomfortable around him, particularly when they are getting a group together to shoot baskets.

23. What could Shawn do to make his classmates feel more at ease?

24. How could Shawn's classmates make him feel more a part of the group?

BUILDING SELF-ESTEEM

UNIT I

ANSWERS TO UNIT TEST

Part I:

1. c
2. b
3. a
4. a
5. c
6. a
7. d
8. d
9. d
10. b
11. d
12. ac

Part II:

13. c
14. b
15. a
16. ab
17. ae
18. e

Part III:

19.
a. Level of physical activity
b. Adaptability to change in the environment
c. General mood or disposition
d. Distractibility
e. Attention and persistence in activity
f. Regularity or biological schedule
g. Response to new people
h. Sensitivity to environmental stimuli
i. Intensity level of response

20.
a. Understand needs, values, goals
b. Define the problem
c. Determine the options
d. Make choice
e. Act
f. Reevaluate

Part IV:

Evaluated by instructor based on Information Sheet, Section III.

Family Living and Parenthood Series
Coping with Life Module

Managing Stress
Unit II

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
B	F	1	1,2		1		2,5,8,10,31	
B	F	2	3,4				16,24,32	
C	I	3					3,6,12,19,22,29	
C	K	4					20,23,25,28	
B	F	5	5				15,33-34	
A, B, C	G, H, P	6	6	1,2,3	2,3,4		1,4,7,9,11,13-14,18,35	
B	G	7	7				17,21,26,30	
A, B, C	J	8			5		27	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

MANAGING STRESS

UNIT II

UNIT OBJECTIVE

Upon completion of this unit, the student should be familiar with basic concepts related to stress, be able to identify stressors, and be familiar with techniques for managing stress. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and by scoring at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of the unit, the student should be able to:

1. Based on the content outline and Transparency Masters 1 and 2, DEFINE STRESS by completing Assignment Sheet 1 and by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline and Transparency Masters 3 and 4, DESCRIBE STRESSES ASSOCIATED WITH ADOLESCENCE by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline, DESCRIBE STRESSES ASSOCIATED WITH STAGES OF FAMILY DEVELOPMENT by achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, IDENTIFY FAMILY PATTERNS WHICH MAY CREATE MORE STRESS by achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline and Transparency Master 5, IDENTIFY OTHER MAJOR STRESSES IN LIFE by achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline, Transparency Master 6, and Handouts 1, 2, and 3; LIST POSITIVE TECHNIQUES FOR STRESS MANAGEMENT by completing Assignment Sheets 2, 3, and 4; and by achieving 100 percent accuracy on the Unit Test.

7. Based on the content outline and Transparency Master 7, RECOGNIZE NEGATIVE WAYS OF MANAGING STRESS by achieving 100 percent accuracy on the Unit Test.

8. Based on the content outline, DESCRIBE WAYS TO AVOID UNNECESSARY STRESS by completing Assignment Sheet 5 and by achieving 100 percent accuracy on the Unit Test.

MANAGING STRESS

UNIT II

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Handouts and Assignment Sheets.

H. Integrate the following activities throughout the teaching of this unit:

1. Teach in a non-threatening manner (e.g., no pop tests, etc.).
2. Ask each student to bring a favorite joke or cartoon to share with the class. Be sure to give advance notice on this assignment.
3. Obtain information from the American Lung Association about the effects of smoking on the body.
4. Invite an instructor from the school or local aerobics facility to speak on the effects of exercise.
5. Invite a member of the community who exercises regularly to speak.
6. Obtain some peaceful, soothing music and play it while students are working on Assignment Sheets.
7. Use the Future Homemakers of America step-by-step planning process to solve a problem.
8. For **AS 4,** divide the class into groups of four or five and give the same complex task to several groups. If the class is very successful with the first task, consider giving them another more complex task to do. The purpose of this assignment is to give the class members practice with breaking down a complex task into its component tasks and to show them that by doing a task one step at a time, it is easier to face and accomplish it.

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENT OF UNIT II

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--Stress Reactions
2. TM 2--Recognizing Stress Overload Signals
3. TM 3--Stressors
4. TM 4--Adolescent Stress
5. TM 5--Discouraging Beliefs
6. TM 6--Take Care of Yourself
7. TM 7--Negative Ways of Coping with Stress

F. Handouts

1. HO 1--Handling Stress
2. HO 2--101 Strategies for Coping with Stress
3. HO 3--The Art of Relaxation

G. Assignment Sheets

1. AS 1--Understand Stress Words
2. AS 2--Track Nutritional Intake
3. AS 3--Keep a Worry Journal
4. AS 4--Break Down Complex Tasks
5. AS 5--Practicing Stress Management

H. Answers to Assignment Sheets

I. Unit Test

J. Answers to Unit Test

REFERENCES USED IN DEVELOPING THIS UNIT

A. Books:

1. Atwater, Eastwood. Adolescence. Englewood Cliffs, NJ: Prentice Hall, 1983.

2. Berzonsky, Michael D. Adolescent Development. New York, NY: Macmillan, 1981.

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3. Colgrove, Melba, Ph.D., Harold Bloomfield, M.D., and Peter McWilliams. How to Survive the Loss of a Love. New York: Bantam, 1976.

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Available for loan from Missouri Vocational Resource Center, 800/392-7217 or 314/882-9610 (HE FS 4).

MANAGING STRESS

UNIT II

INFORMATION SHEET

I. Basic concepts

(Objective 1; TM 1, 2; AS 1)

A. What is stress?

1. Stress is the body's reaction to the ups and downs of daily life.
2. Stress is our reaction to events which require us to cope, change, or adapt. These events may be pleasant or unpleasant. They may frighten us, irritate us, or excite us.
3. The term **stress** was coined approximately 50 years ago by Dr. Hans Selye of Montreal, who borrowed the term from physics. He used it to describe the body's primitive "fight or flight" response to a demand.
4. In primitive times, the body responded with stress when suddenly faced with a ferocious animal or other situation requiring an immediate reaction.
5. Today, in addition to occasions of imminent danger, the "fight or flight" reaction occurs as a result of many more subtle stresses.
   a. **Frustration** is experienced when we face a block to achieving a goal.
   b. **Conflict,** the need to choose among two or more goals, creates stress.
   c. **Pressure** to speed up or intensify our efforts creates stress.
   d. When we are confronted with the **unfamiliar** or the **unexpected** and have no plan of action or are unprepared, stress becomes fierce.
6. The reaction to stress can be physical, mental, and/or chemical.
7. The impact of a stressor on a person varies depending upon the intensity of the demand it places on the person to adjust. Sudden, disagreeable change is extremely upsetting, but good news and joyful experiences can also require our bodies and minds to make major adjustments.
8. Stress is cumulative. A person will have more difficulty coping if too many stresses happen in too short a time.
9. Stress is not good or bad--it just IS. Everyone needs a certain amount of stress to keep stimulated. Each person needs to find his/her optimum stress level--the level that keeps his/her going and makes his/her feel challenged--without causing an overload. The key is to recognize stress, learn to live with it, and make it work for you.
10. Things which are stressful to one person may not be as stressful to another. Events occurring during one period of life may not be stressful at another time.
11. The impact of stress cannot be determined by examining the source of the stress alone. It also depends on the context of the stress, our attitude toward it, and our previous experiences.

B. Stress reactions--the "fight or flight" response

1. Physiological changes resulting from increased activity of the endocrine system include:
   a. Increased heart beat
   b. Increased blood sugar level
   c. Increased perspiration

d. Dilated pupils
e. Slowed digestion

2. Other changes include tightened stomach, tensed muscles, clenched jaw and racing thoughts.

C. If stress builds up, "stress overload" can produce enough tension to interfere with daily activities. Excess tension can result in anxiety and depression. Other symptoms of a stress overload include:

1. Psychological upsets such as frequently feeling irritable or angry, being easily annoyed, being critical, feeling sorry for yourself, being overwhelmed by small disappointments, feeling bored or trapped
2. Inability to sleep (insomnia) due to being too tired, worried, or keyed up
3. Fatigue, feeling weary, "wrung out," having aches and pains in the head, neck, back
4. Intestinal disturbance--diarrhea, constipation, stomach pain, nausea, vomiting without a specific cause
5. Weight change--gaining weight from overeating or losing weight from lack of appetite or skipping meals
6. Respiratory problems, shortness of breath or hyperventilating
7. Heart irregularities--fluttering or fast and loud heartbeat

II. People experience many visible and invisible stressors throughout their lives.

A. Adolescence is a period of major change which causes more stress than any other developmental time in a human's life.

(Objective 2; TM 3, 4)

1. Many physical changes result from hormonal changes.
   a. Adolescents grow in height and their proportions change. Suddenly arms and legs are longer. Hair appears where it wasn't before. Puberty results in new and sometimes uncomfortable adjustments.
   b. Being uncomfortable with these changes or not liking one's body can add more stress to the stress of the actual change.
2. Teens begin emotional independence from their parents and develop closer relationships with their peers. Stress is created as the teen feels more independent from his/her parents, while remaining economically dependent and somewhat protected and supervised by them.
3. As relationships with peers develop, teens place a great deal of importance on the opinions of their friends. When the prevailing opinion differs from your own or the rules in your household, this can cause severe stress. The issues may be trivial, such as what music to listen to, or serious, such as whether to go to college or to use drugs.
4. Teens begin to make choices about important issues: education, career choice, friends, dating, etc. Teens spend time thinking about these issues, feeling confused, moody, and frequently anxious.
5. Serious tension can result from the teen's desire to begin setting a direction for his/her adult life, the family's desire for the teen to follow a path they have chosen, and the pressure from peers to "follow the crowd."

B. Family living can be stressful. "Real" family members experience loving and angry feelings. The ways that other members respond to your desire to be yourself can increase or relieve stress.

How family members feel about each other and express their feelings can either create or relieve stress.

(Objective 3)

1. Let's begin with the marriage of two people who love each other.
   a. Both individuals work hard at getting used to living in close proximity to another person, becoming familiar with each other's unique habits, and developing ways they can live together harmoniously.
   b. Each partner brings to the marriage a family (parents, brothers, sisters) which requires the other partner to adjust to new personalities.
   c. When planning their future, they make many decisions jointly--where to live, how to spend money, how to spend time. These decisions require much discussion, which sometimes results in an argument and hopefully leads to an agreement, sometimes through compromise.
2. The addition of a child, even one that is very much wanted, creates stress in several areas.
   a. Each partner now must share the attention he/she had received from the other.
   b. Additional expenses include furnishings and clothing for the baby. If more living space is needed, rent or mortgage payments may be higher. In addition, if one partner no longer works outside the home, income may be significantly reduced.
   c. There is a need to develop a joint parenting style and philosophy.
3. As new children are added to the family, each previous child experiences stress due to the decrease in attention from the parents. The couple also must work harder to maintain their marital relationship while dealing with increased parenting demands.
4. As the child begins school, he/she must learn to cope with new children and teachers.
5. The parents must continue to focus on their parenting style. The greatest challenge to parents is during adolescence as they try to provide structure and age-appropriate supervision, while allowing some independence.
6. When the children leave home, the couple is increasingly faced with the importance of their marital relationship. If insufficient attention has been given to the relationship through the years of childrearing, the stress of adjusting can be great.
7. The young adult becomes more emotionally and financially independent. He/she must make many choices, including where to live, how to spend money, and how to spend time.
8. Many changes are occurring in the area of role expectations for males and females. As a result, people must make conscious choices about their careers, marital relationships, and parenting.
9. As the couple ages, one or both members retire. This brings the change of having more free time and possibly less money.
10. Some family situations can increase stress.

(Objective 4)

   a. **Divorce** creates stress for every member of the family, even when the marriage has been very difficult and the couple have argued openly with each other for some time.
      i. Each member must deal with the loss of the dream, or "ideal family" that he/she wanted.
      ii. After one partner has moved out, the children usually live with one parent and visit with the other. Each visit reminds the child of the loss of the parent and of the family dream. Frequently, children become angry and depressed after a visit, creating stress in the home.

iii. When a parent remarries, new stresses occur. Children must adjust to a new parent, and the new spouse must attempt to parent unfamiliar children. Often children feel disloyal to one parent if they begin feeling close to the new partner of the other parent.

b. In some families, one or both parents **abuse alcohol or other drugs**. Children growing up in these families experience a great deal of stress, frequently resulting in anxiety.
   i. The child never knows whether the parent will be sober or drunk.
   ii. The child never knows whether to bring friends home from school.
   iii. Often the child takes on many of the parent's responsibilities, such as fixing meals and caring for younger brothers and sisters. This effort is often an attempt to take pressure off the parent in the hope that the parent will reduce the substance abuse.

C. Death/dying and other losses

(Objective 5; TM 5)

1. Loss is a major cause of stress. The individual who has suffered a loss must adjust to multiple changes. Each situation is different, and the adjustments needed depend upon the person and his/her particular circumstances.
2. When a person is faced with a loss, he/she goes through a series of emotional reactions known as the "grieving process." The more traumatic the loss, the greater the impact of these stages of grieving.
   a. The first stage is **denial**, such as "Oh, no, it can't be." This helps the person ready his/her resources to deal with the trauma.
   b. The second stage is **anger**, which surfaces in the form of "why me?" When the loss is a death or other major loss, anger may be expressed at the person's "higher being." When the loss is of an important relationship, the anger is frequently directed at the other person.
   c. The third stage is **depression**. The person withdraws from society and feels "blue" or "down."
   d. The last stage is **acceptance** and getting on with life.
3. A person experiences these reactions with any loss, regardless of the severity. With losses that are not as traumatic, the person usually will experience reactions more swiftly and less intensely.
4. A disappointment is a loss. Examples include not receiving an honor you wanted; not getting on a team; not doing well in your role in a play or on a team; and having a friend fail to follow through on a promise.
5. When you move to a new home or a new community, you experience the loss of the familiarity of the old home, neighborhood and friends. A move also requires new learning: where to shop; how to get around; adjusting to new teachers, a new school, and a new schedule. Every member in the family experiences similar adjustments following a move, which can create a great deal of tension in the home. Even when the move is seen as an exciting adventure and an opportunity to meet new people and do new things, grief is associated with the losses.

D. Stress is a major issue for people who experience **discrimination** regularly due to race, nationality, or a disability. A person who stands out physically as being different is often treated as a "thing" rather than a person with a difference. The person discriminated against must struggle to develop a positive self-identify and not allow the way they are treated to make them

feel like a non-person. In fact, people with disabilities find that dealing with discrimination requires more effort than dealing with the actual disability.

E. Studies show that children and adolescents experience anxiety or worry about the possibility of nuclear war.

1. This anxiety leads to a sense of uncertainty about the future of their lives and the world. It may also lead to a sense of mistrust of the adult world and those people who make decisions that affect their lives but who are out of their control (e.g., the President, the school principal).
2. Adults seem to cope with these same feelings by denying that the problem exists or developing a "numbing attitude."

F. Physical health problems are stressful because people affected usually must make some adjustments in their daily life as they learn to deal with the long-term consequences of serious illness.

1. Concern about sexually transmitted diseases is forcing young people to look differently at their choices in sexual behavior. This issue has been of great concern since the onset of AIDS epidemic.
2. In addition to dealing with prejudice, people with physical disabilities must constantly make decisions about how to get around in an environment set up for people without disabilities.
3. Research has shown that many women suffer from PMS (premenstrual syndrome), which causes huge mood swings due to periodic changes in hormone levels. These women may experience depression, irritability, and anger with no apparent cause. The syndrome results in great stress in the women, who suffer as they try to control their moods and behaviors.

G. Time can become a major stress factor if people make demands upon you affecting how you spend your time. A common problem is that people get involved in too many activities and "run out of time."

H. Some beliefs and reactions can increase stress.

1. Setting up unrealistic standards for yourself (and others) increases the stress level and decreases self-esteem (Dinkmeyer and Losoncy, 239-260).
2. Cognitive distortions increase stress and have a negative effect on self-esteem. Cognitive distortions are habitual reactions or responses to situations which reflect an unrealistic view of the world (McKay and Fanning, 57-83; Burns, 28-47).
   a. **Over-generalization**--From one event, people generalize to all possible situations. For example, if you ask someone to the dance and get turned down, you (mistakenly) assume that no one will go with you.
   b. **All or nothing thinking**--the perfectionist's stance. You judge yourself to be "strong" or "weak", right or wrong, good or bad. If you aren't getting A's, you are a failure.
   c. **Labeling**--Instead of describing your behavior or someone else's behavior, you label. "He's lazy."
   d. **Filtering**--Part of what you hear or see is filtered out by particular experiences, so you only hear or see some of the things that happen, e.g., you may only hear criticism and not compliments.

e. **Self-blame**--taking the blame for incidents over which you have little or no control, viewing yourself as responsible for others' feelings or problems. Frequent apologizing is often a sign of self-blame.

f. **Mind reading**--reacting to people as if they feel the same as you about particular situations or trying to guess what someone else thinks or feels.

g. **Emotional reasoning**--assuming the way you feel about yourself or a situation is reality.

h. **Catastrophizing**--expecting the worse to happen in a particular situation.

i. "**Should**", "**must**" and "**bought to**" statements. (Adapted from McKay and Fanning 57-82 and Burns, 28-47.)

III. Options for managing stress

(Objective 6; TM 6; HO 1, 2, 3; AS 2, 3, 4)

A. When stress becomes excessive, it is time to take action to manage the stress. This section will look at four major areas of managing stress: caring for yourself, personal relationships and self-acceptance, perception and thinking patterns, and use of time and goals.

1. Care of yourself.

a. **Eat well**. Experts still do not agree about the effects of stress on the nutritional system.

i. Some believe additional nutrients are needed when there is physical stress or trauma, such as injury to the body.

ii. Others believe that the stress response, originally designed to assist the body to respond to immediate danger, "can drain the body of its resources and leave it weakened, aged, and more susceptible to illness" when stress is not physical or when the stressors are long-term rather than short-lived (Morgan, 2).

iii. Morgan believes "all three energy fuels, carbohydrates, fat, and protein, are drawn upon in increased amounts during stress" (2).

iv. Hanson recommends a diet high in fiber to help people deal with stress (121).

v. Agreement does exist on the importance of eating balanced meals on a regular basis to reduce the negative effects of stress. Many stressed people either overeat due to anxiety or under-eat from preoccupation. Make sure you obtain appropriate nutrients so the mind and body can work at their best. (Gillespie and Devine)

b. **Get enough sleep.** Sometimes stress causes sleep patterns to become disrupted. Some people sleep less than normal; some people sleep more. It is important to maintain regular sleep patterns to allow the body to restore itself. If you cannot sleep, lie quietly. Avoid sleeping pills.

c. **Plan time for recreation.** Balance work and play. Schedule fun. Fun can be a way to "escape" from stress for a while--read a book, see a movie, listen to some music. Recreation breaks the monotony and can focus your attention on something other than the cause of the stress.

d. **Do something physical.** Walk, jog, swim, or ride a bicycle. Exercise helps release the pressure and assists the hormonal system so the body and the mind can cope with the apparent overload. Exercise is good for the cardiovascular system. Regular exercise can relieve the "uptight feeling" and helps alleviate anger. (If you haven't been exercising regularly or have any health problems, consult your physician before beginning a new exercise program.)

e. **Learn relaxation techniques** to turn off stimuli so the mind and body can rest. These techniques require practice to do effectively.
   i. Imagery. Image yourself in a peaceful, calm scene. Concentrate on relaxing the tenseness in the body while visualizing yourself in a peaceful place.
   ii. Daydream about a pleasant activity for a few minutes.
   iii. Do deep breathing exercises. Sit or lie down. Inhale through the nose, count to five, exhale. Slowly relax the muscles. Repeat this sequence at least ten times.
   iv. Tongue exercises. A lot of tension is carried in the jaw muscles. Relaxing the tongue can help. Use your tongue to "write" words on the roof of your mouth, such as "relax" or "fun".
   v. Slowly shake your head in a "yes" and then in a "no" manner.
   vi. Massage your forehead; rub away the tightness by rubbing fingers in circles on your forehead while your eyes are closed.

f. At the end of the day, relax in a warm bath.

g. More specialized forms of relaxation require training or professional involvement on a regular basis (e.g., yoga, biofeedback, hypnosis and meditation).

h. Rather than bottling up your feelings and troubles, talk with someone you trust and respect. Sometimes things look differently when you talk out your feelings. Even if there is no solution, you may get enough empathy and support to keep you going. You may be surprised to find that other people have encountered the same or similar situation. Asking for help is not admitting defeat.
   i. Teachers, school counselors, and ministers are people with whom you may choose to talk.
   ii. Sometimes you may need to see someone specially trained in helping people with mental health needs.
      (a) Often, the family physician or school counselor can suggest someone.
      (b) Mental health professionals are listed under various headings in the Yellow Pages of the telephone directory. Look under Crisis Intervention Services, Marriage and Family Counselors, Mental Health Centers, Psychologists, Psychotherapists, Social Workers, and Stress Management.
      (c) Some agencies charge on a sliding scale based on your family's income. Most agencies need to obtain your parents' permission before giving you treatment. After treatment has begun, however, they will keep what you tell them confidential.
   iii. If you live in a family where alcohol is abused, attend Al-a-teen meetings. Modeled after Alcoholics Anonymous, teens whose lives are affected by someone else's drinking can find a supportive environment and learn ways to cope.

2. Although we may have no control over a situation, we can be in charge of the way we perceive situations. Stress itself is not negative or positive. Sometimes it is our attitude toward a situation which makes it seem out of control.
   a. Reduce catastrophic thinking and negative thinking. Do you expect the worst to happen? Learn to look hard at the situation and see it for what it is. Get more information. Don't jump to conclusions. Talking about the situation can often help you see options you have overlooked.
   b. Worrying is usually wasted energy. List all the things you are worrying about. Determine the ones over which you have no control and "let go" of them. Make a plan for action. Spend your energy where it can do some good. Look at the "worries" that are left--those where there may be something useful you can do.

Before a test you can study, rather than worry. After the test, concentrate your energy on what you can do in the future.

c. Maintain a sense of hope, a belief that tomorrow will be better. Hope or optimism can keep us from giving up when we are stressed.

d. Humor can be helpful. Read the comics or watch a comedy if you cannot find humor in your day-to-day life.

3. Stress can be reduced by improving our ability to relate to others and by feeling good about ourselves.

   a. Reevaluate your talents and abilities. Decide what you do well and put your efforts there. Be realistic. You create more stress if you expect to be perfect.

   b. Know your optimum level of activity. Avoid taking on more than you can do.

   c. Develop friendships. Everyone needs several good friends to support them. In fact, a good support system is one of the **major** factors in reducing the traumatic effects of stress.

   d. Improve communication skills. Learn to tell people how you feel. Learn to ask people for what you want. Practice the skills discussed in Unit I.

   e. Work to resolve the grief related to losses of important relationships. Bottled up grief can produce depression and anger. Talk with someone you trust and respect to help you recover.

   f. Be flexible and realistic in your expectations of others. Be patient. Do not expect things to be done immediately, and do not worry about whether someone else will do it "right". Learn to accept the opinions of other people and to admit when you have made a mistake. Learn to laugh and feel excitement.

   g. It is unrealistic to expect to be liked by everyone.

   h. Sometimes when we are stressed we feel sorry for ourself and can become immobilized. Participate in an activity to break the pattern of being alone, immobilized, and feeling sorry for yourself.

4. Use time wisely. When we are under stress, we can become unfocused and scattered in our use of time and energy.

   a. When you seem to have too much to do, determine priorities based on your goals and values.

   b. Take one thing at a time and pace yourself. If you jump from task to task or hurry through everything, the quality of your work will suffer. You may even have to go back and do some tasks over.

   c. Break a complex job into steps and take one step at a time. Check off each step as you finish it for a feeling of accomplishment. A couple "quick wins" can condition your mind to action.

   d. Learn to say "No." Don't take on more than you can or want to do. Remember, stress is cumulative.

B. There are many negative ways to cope with stress.

(Objective 7; TM 7)

1. Substance abuse, including use of alcohol, tranquilizers, and barbiturates, is a common way of handling stress. Whether prescribed or illegal, these drugs can mask the stress symptoms and make the user feel better, but the effect is only temporary. The substances have side effects, including addiction, which can only make the situation worse.
2. Alcohol and some other drugs are depressants which can further aggravate stress symptoms.
3. Smoking creates a response in the body that is similar to the stress response.

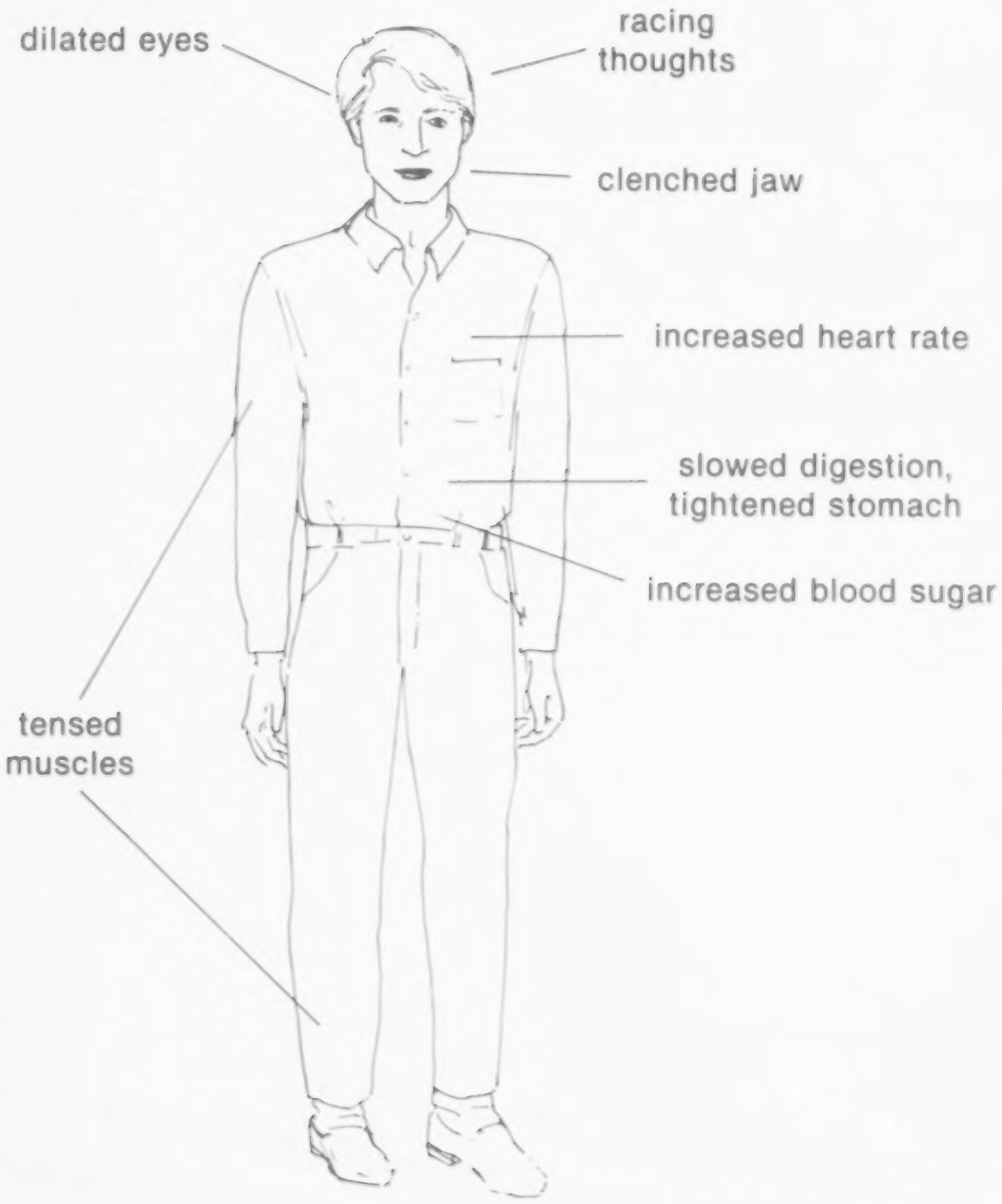
4. Sometimes people deny their stress reactions and pretend they aren't "upset." If you do this, you may feel better temporarily. However, your feelings and stress reactions will surface again later--perhaps in the form of anxiety or depression--and may be more difficult to manage at that point.

C. Avoid unnecessary stress. Develop and use the skills for managing stress. They will help you keep it under control so it does not become a problem.

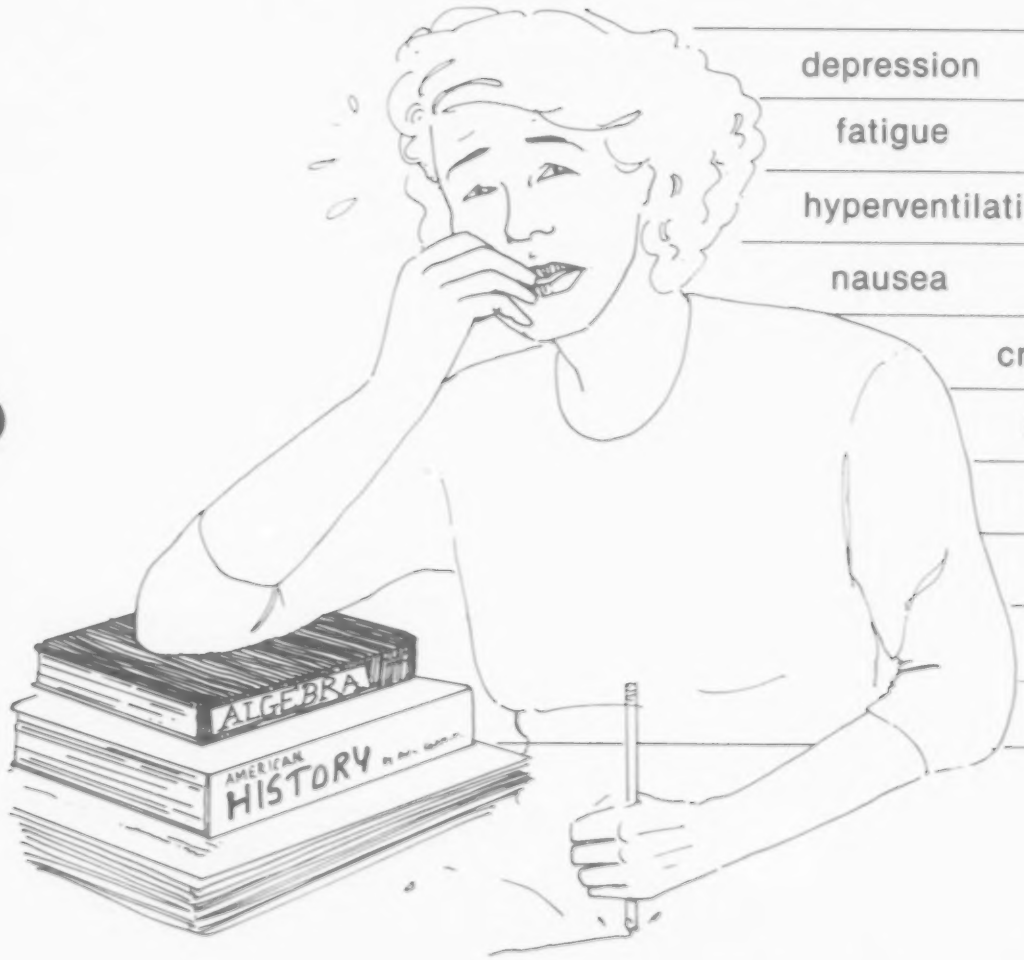
(Objective 8; AS 5)

1. Persons who regularly take good care of themselves physically (eating appropriately, exercising, practicing relaxation skills) have more energy to cope with stress when it occurs, avoiding stress overload.
2. Life is less stressful to people who have developed healthy attitudes toward themselves and who maintain an optimistic approach to living.
3. Persons who feel good about themselves, who know themselves well, and who have good interpersonal communication skills are less likely to become overloaded. Such persons make good decisions about how to spend time (career choice, recreation, personal relationships), communicate their needs well, and set good limits on their activities.
4. People who develop good time management skills are less likely to experience "stress overload" due to too many commitments. They are more likely to regularly limit the number of activities in which they become involved and to choose their activities based on their values and priorities.

Stress Reactions



Recognizing Stress Overload Signals



depression

fatigue

hyperventilating

nausea

critical

irritable

not sleeping

diarrhea

Stressors

Prom

Test

Parents Divorce

Appearance

Parents' Expectations

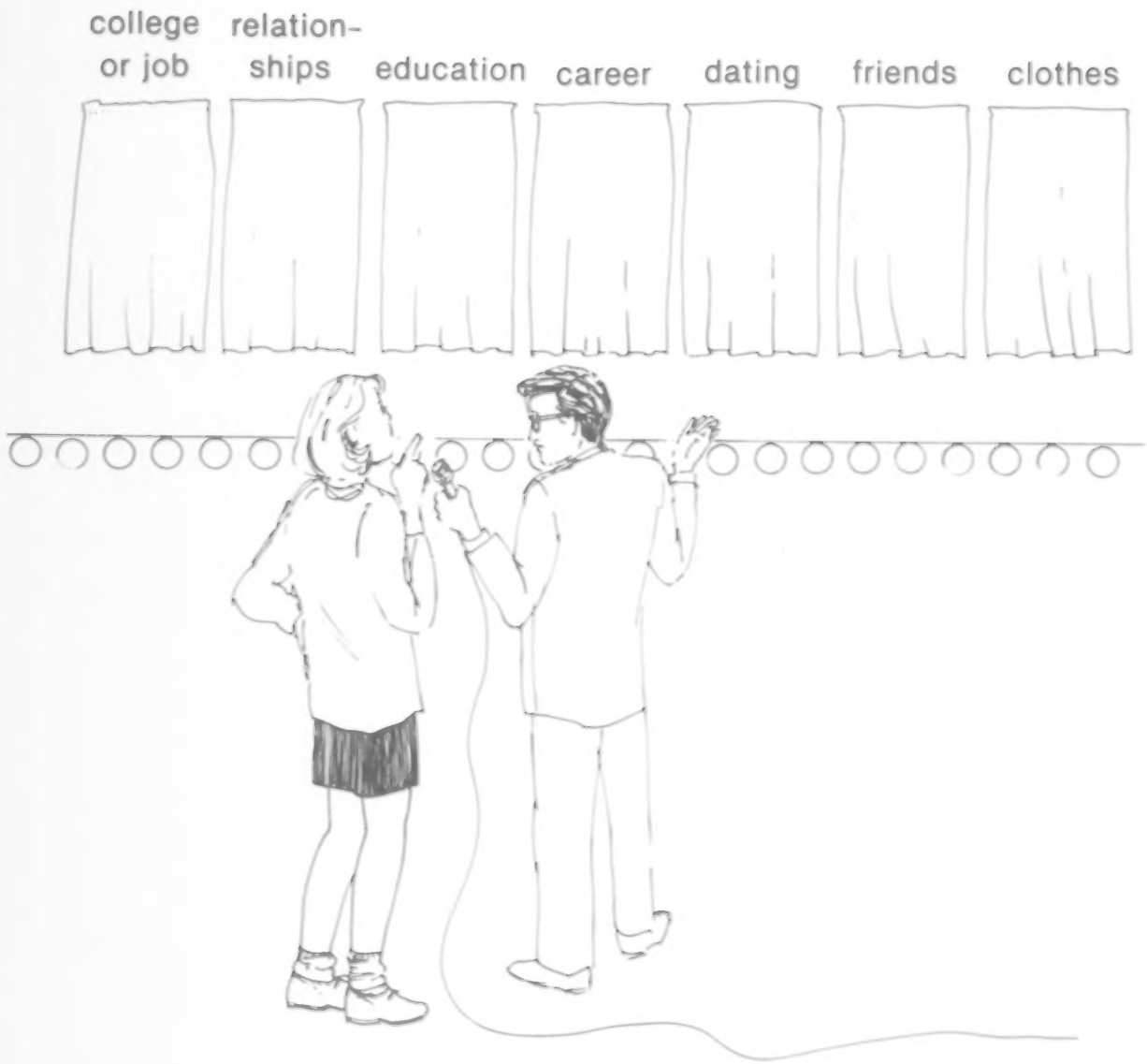
Grandmother's Death

College?

The Bomb

Adolescent Stress

Choices



Discouraging Beliefs
(Irrational Beliefs)

TM 5

Sure to increase stress and decrease self-esteem!

1. Everyone must like me.
2. I must be perfect (and so must others).
3. Life is terrible when I don't get my way.
4. When someone treats me unjustly,
   I have a right to blame them.
5. I have a right to worry.
6. Other people are to blame for my feelings.
7. This is the way I have always been and always will be.

(Adapted from DINKMEYER & Losoncy, pp. 239-260)

Take Care of Yourself

Negative Ways of Coping With Stress

MANAGING STRESS

UNIT II

HANDOUT 1--HANDLING STRESS

You *need* stress in your life! Does that surprise you? Perhaps so, but it is quite true. Without stress, life would be dull and unexciting. Stress adds flavor, challenge, and opportunity to life. Too much stress, however, can seriously affect your physical and mental well-being. A major challenge in this stress-filled world of today is to make the stress in your life work *for* you instead of against you.

Stress is with us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. For example, if you are an executive who likes to keep busy all the time, "taking it easy" at the beach on a beautiful day may feel extremely frustrating, nonproductive, and upsetting. You may be emotionally distressed from "doing nothing." Too much emotional stress can cause physical illness such as high blood pressure, ulcers, or even heart disease; physical stress from work or exercise is not likely to cause such ailments. The truth is that physical exercise can help you to relax and to handle your mental or emotional stress.

Hans Selye, M.D., a recognized expert in the field, has defined stress as a "non-specific response of the body to a demand." The important issue is learning how our bodies respond to these demands. When stress becomes prolonged or particularly frustrating, it can become harmful—causing *distress* or "bad stress." Recognizing the early signs of distress and then doing something about them can make an important difference in the quality of your life, and may actually influence your survival.

Reacting to Stress

To use stress in a positive way and prevent it from becoming distress, you should become aware of your own reactions to stressful events. The body responds to stress by going through three stages: (1) alarm, (2) resistance, and (3) exhaustion.

Let's take the example of a typical commuter in rush-hour traffic. If a car suddenly pulls out in front of him, his initial alarm reaction may include fear of an accident, anger at the driver who committed the action, and general frustration. His body may respond in the alarm stage by releasing hormones into the bloodstream which cause his face to flush, perspiration to form, his stomach to have a sinking feeling, and his arms and legs to tighten. The next stage is resistance, in which the body repairs damage caused by the stress. If the stress of driving continues with repeated close calls or traffic jams, however, his body will not have time to make repairs. He may become so conditioned to expect potential problems when he drives that he tightens up at the beginning of each commuting day. Eventually, he may even develop a physical problem that is related to stress, such as migraine headaches, high blood pressure, backaches, or insomnia. While it is impossible to live completely free of stress and distress, it is possible to prevent some distress as well as to minimize its impact when it can't be avoided.

Helping Yourself

When stress does occur, it is important to recognize and deal with it. Here are some suggestions for ways to handle stress. As you begin to understand more about how stress affects you as an individual, you will come up with your own ideas of helping to ease the tensions.

- **Try physical activity.** When you are nervous, angry, or upset, release the pressure through exercise or physical activity. Running, walking, playing tennis, or working in your garden are just some of the activities you might try. Physical exercise will relieve that "up tight" feeling, relax you, and turn the frowns into smiles. Remember, your body and your mind work together.

- **Share your stress.** It helps to talk to someone about your concerns and worries. Perhaps a friend, family member, teacher, or counselor can help you see your problem in a different light. If you feel your problem is serious, you might seek professional help from a psychologist, psychiatrist, social worker, or mental health counselor. Knowing when to ask for help may avoid more serious problems later.

- **Know your limits.** If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is—for now—until such time when you can change it.

- **Take care of yourself.** You are special. Get enough rest and eat well. If you are irritable and tense from lack of sleep or if you are not eating correctly, you will have less ability to deal with stressful situations. If stress repeatedly keeps you from sleeping, you should ask your doctor for help.

- **Make time for fun.** Schedule time for both work and recreation. Play can be just as important to your well-being as work; you need a break from your daily routine to just relax and have fun.

- **Be a participant.** One way to keep from getting bored, sad, and lonely is to go where it's all happening. Sitting alone can make you feel frustrated. Instead of feeling sorry for yourself, get involved and become a participant. Offer your services in neighborhood or volunteer organizations. Help yourself by helping other people. Get involved in the world and the people around you, and you'll find they will be attracted to you. You will be on your way to making new friends and enjoying new activities.

- **Check off your tasks.** Trying to take care of everything at once can seem overwhelming, and, as a result, you may not accomplish anything. Instead, make a list of what tasks you have to do, then do one at a time, checking them off as they're completed. Give priority to the most important ones and do those first.

- **Must you always be right?** Do other people upset you—particularly when they don't do things your way? Try cooperation instead of confrontation; it's better than fighting and always being "right." A little give and take on both sides will reduce the strain and make you both feel more comfortable.

- **It's OK to cry.** A good cry can be a healthy way to bring relief to your anxiety, and it might even prevent a headache or other physical consequence. Take some deep breaths; they also release tension.

- **Create a quiet scene.** You can't always run away, but you can "dream the impossible dream." A quiet country scene painted mentally, or on canvas, can take you out of the turmoil of a stressful situation. Change the scene by reading a good book or playing beautiful music to create a sense of peace and tranquility.

- **Avoid self-medication.** Although you can use prescription or over-the-counter medications to relieve stress temporarily, they do not remove the conditions that caused the stress in the first place. Medications, in fact, may be habit-forming and also may reduce your efficiency, thus creating more stress than they take away. They should be taken only on the advice of your doctor.

The Art of Relaxation

The best strategy for avoiding stress is to learn how to relax. Unfortunately, many people try to relax at the same pace that they lead the rest of their lives. For a while, tune out your worries about time, productivity, and "doing right." You will find satisfaction in just *being*, without striving. Find activities that give you pleasure and that are good for your mental and physical well-being. Forget about always winning. Focus on relaxation, enjoyment, and health. If the stress in your life seems insurmountable, you may find it beneficial to see a mental health counselor. *Be good to yourself.*

Written by Lous E. Kopolow, M.D.

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
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MANAGING STRESS

UNIT II

HANDOUT 2--101 STRATEGIES FOR COPING WITH STRESS

Begin living now.
Stop living in the future/past.
Stop asking to be rescued.
Stop waiting and marking time.
Write a journal of your daily activities, thoughts and moods.
List your successes.
Listen to feedback from others.
Set goals realistically.
Make friends with people who like themselves.
Think positively.
Learn what is controllable in your life and what isn't.
Enjoy leisure.
Be honest about how you feel.
Express yourself.
Meditate daily.
Read about human growth.
Pretend you're a good parent to yourself.
Figure out ways to achieve your goals.
Stop collecting people with problems.
Take a continuing education course.
Stop rescuing people.
Learn to accept what you cannot change.
Stroke yourself.
Surface your feelings.
Practice self-expression.
Let other people run their own lives.
Think to solve problems rather than depending on "magical powers."
Get acquainted with happy, successful people.
Expect to enjoy your relationships.
Develop your personal talents.
Give yourself permission to be afraid of failure and success.
Experiment with your behaviors.
Stop feeling sorry for yourself.
Relax.
Get enough rest.
Stop talking about your miseries.
Stop looking for someone to blame.
Stop reflecting on things that didn't work out.
Analyze problems, figure out what can be done, and then take some action immediately.
Exercise regularly.
Ask for help in a straightforward way.
Talk about your strengths.
Encourage others to feel good.
Practice good posture.
Control your food input; eat nutritionally.
Stop assuming others can't get along with you.
Dress in a way that feels right for you.
Get involved with friends.
Share yourself with friends and significant others.
Stop using self-defeating ways to feel satisfied.
Stop feeling good only when doing for others.
Start sharing responsibilities.
Listen to people.
Start really caring about people.
Seek out good friends.
Compromise occasionally.
Make decisions.
Stop being available for running errands at any time.
Give people a break.
Take a chance . . . risk.
Let go of what is lost.
Stop being in the wrong place at the wrong time.
Encourage gentleness in yourself and others.
Play.
Face life with dignity.
See people as individuals.
Protect yourself from unsafe situations.
Do something exciting.
Organize your work; focus on one task at a time.
Take some time off.

Go more frequently where you will get what is good for you.
Practice being alert.
Listen to the sound of your own voice.
Enjoy being paid well for good work.
Take a nap.
Stop letting things drift.
Make your living environment comfortable.
Take vacations.
Develop a varied life.
Spend time alone.
Redecorate your home.
Ask for strokes.
Face painful questions squarely.
Get a medical checkup.
Get into loose fitting clothes at home.
Sing.
Keep your body clean.
Get and give a massage.
Avoid excessive noise.
Redefine your priorities.
Learn from children.
Find out what you seem to be good at and enjoy doing it.
Stop letting people push you around.
Do something you'd really like to do for yourself.
Take some steps to straighten out a problem in your life right now.
Learn to ask for what you want.
Encourage others to take responsibility for their own welfare.
Recognize your own limitations.
Set realistic goals.
Don't worry about things over which you have no control.

MANAGING STRESS

UNIT II

HANDOUT 3--THE ART OF RELAXATION

NATIONAL INSTITUTE OF MENTAL HEALTH • Division of Communications and Education • Plain Talk Series • Ruth Kay, Editor

It is surprising how little Americans know about the art of relaxation. Relaxation is more than getting away from the work-a-day grind, and it is more than the absence of stress. It is something positive and satisfying—a feeling in which one experiences peace of mind. True relaxation requires becoming sensitive to one's basic needs for peace, self-awareness, thoughtful reflection—and the willingness to meet these needs rather than ignoring or dismissing them.

The continuing pressures of everyday life take a heavy toll on the physical and mental well-being of millions of people each year. Medical research into the origins of common diseases such as high blood pressure, heart disease, ulcers, and headaches shows a connection between stress and the development of such ailments. In the area of mental health, stress frequently underlies emotional and behavioral problems, including nervous breakdowns. Various environmental factors—from noise and air pollution to economic disruptions, such as unemployment, inflation, and recession—can make living conditions even more stressful. These conditions, in turn, can create a greater need for mental health services to help people cope more effectively with their environment.

In the course of a day, people are frequently distracted from their activities by personal problems—conflicts with family members, disagreements with employers, poor living or working conditions, boredom, loneliness—to name just a few. It is easy to get so preoccupied with living, thinking, organizing, existing, and working that a person disregards his or her needs for relaxation.

More people reared in our production-oriented society feel guilty, or at least ill-at-ease, when they are not actively involved in accomplishing tasks or producing things. Even their vacations become whirlwind productions that leave the participants exhausted after concentrating too many experiences into a short period of time. Such behavior undermines the value of vacation time as an opportunity for diversion, calm, restoration of one's energies, and gaining new experiences.

Secret of Relaxation

Unfortunately, some people pursue relaxation with the same concern for time, productivity, and activity that they show in their everyday life patterns. Far too few people know how to turn off their body clocks and gain satisfaction out of just **being** instead of always striving. The secret in getting the best results from attempts at relaxation is simple: Find those activities which give you pleasure, and, when you pursue them, commit your energies to total mental and physical well-being. If your diversion results in an artistic product, musical skills, further education, a better physique, or whatever, that's great. But remember that **relaxation**, not achievement, is your main reason for participating in the activity.

Mental health specialists have come up with some suggestions for learning the art of relaxation:

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Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration • 5600 Fishers Lane, Rockville, Maryland 20857

Try Something New and Different

Keep in mind two important rules of thumb in deciding on relaxation activities: **Do not be afraid to try something new and different.** Choose activities **you really enjoy,** not activities you think other people want you to pursue. The following are some activities worth thinking about:

1. Check out various community activities available through recreation departments, adult education programs, volunteer work opportunities, college courses, etc.

2. Consider exercise such as walking around your neighborhood or in the woods, and bicycling, dancing, playing golf, swimming, gardening, bowling, etc.

3. For the more physically fit, more strenuous exercise can prove most relaxing. Jogging, playing tennis, basketball, handball, squash, etc., can give one a feeling of wonderful relaxation after an intense workout.

4. Try some mental exercises to create a sense of peace and tranquility in body and mind. One such exercise involves concentration on relaxing successive sets of muscles from the tips of your toes to the muscles in your forehead and neck. Other mental relaxation techniques include getting fully involved with a good book, drifting off into a quiet state with music, or focusing on a beautiful scene or drawing and losing oneself in it.

5. Creative activities such as painting, drawing, pottery, carpentry, knitting, and even cooking for fun, can also give you a sense of accomplishment, as well as the peaceful relaxation of concentration on something you wish to do.

6. Whether or not the above suggestions for relaxation work in your case, a sure fire method known down through the ages is the use of a warm bath to take away bodily stress and strain. You may choose to enhance this activity by reading a good book, listening to music, or even adding some bubbles if you like.

Practice Relaxation Daily

After discovering your favorite relaxation activity, plan to devote at least one-half hour per day to pursuing it. Most people accept the responsibility to meet deadlines and duties imposed on them by others, but it is equally important for them to meet the requirements for relaxation periods demanded by their own minds and bodies. Hard-working homemakers or busy executives must give themselves opportunities for relaxation if they are to maintain their mental balance through stressful events and hectic schedules.

Making a Personal Commitment

The third and final principle in the art of relaxation is to enter into relaxation activities with enthusiasm and personal commitment. Let yourself become completely involved in the relaxation activity chosen; do not hold back physically or mentally.

Remember, finding effective techniques for personal relaxation is not merely a pastime for the idle rich. It is essential for everyone's physical and mental well-being.

Written by Louis E. Kopolow, M.D.

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This assignment sheet is for the student's own use and should not be collected or graded.

MANAGING STRESS

UNIT II

ASSIGNMENT SHEET 1--UNDERSTAND STRESS WORDS

Directions: In each of the spaces below, look at the word that is written and think about what that word means to you. Draw a picture of what that word means. Do not worry about your ability to draw--only about expressing the feeling of the word.

1. RELAXED

2. STRESS

3. WORRY

4. DEPRESSION

5. ANXIETY

6. IN CONTROL

7. CONFIDENT

MANAGING STRESS

UNIT II

ASSIGNMENT SHEET 2--TRACK NUTRITIONAL INTAKE

Directions: List the food and amounts you eat for the next five days, including snacks. If you eat a casserole, break down its parts i.e., 1/2 c. pasta, 1/4 c. hamburger.

	Fruit/ Vegetable Group	Grain Group	Milk Group	Meat Group	Other (Carbohydrates, Fats)
Day 1					
Day 2					

	Fruit/ Vegetable Group	Grain Group	Milk Group	Meat Group	Other (Carbohydrates, Fats)
Day 3					
Day 4					
Day 5					

At the end of the five days, evaluate your nutritional intake of food.

1. Total and record the number of servings per food group for each day.

	Day 1	Day 2	Day 3	Day 4	Day 5
Fruit/Vegetable Group	____	____	____	____	____
Grain Group	____	____	____	____	____
Milk Group	____	____	____	____	____
Meat Group	____	____	____	____	____
Other	____	____	____	____	____

2. List the food group(s) in which you had enough servings during the five-day period.

   a.

   b.

   c.

   d.

3. List the food group(s) in which you did not have enough servings during the five-day period.

   a.

   b.

   c.

   d.

4. If you did not have enough servings for the food group(s), describe what changes are needed to improve your eating habits.

This assignment sheet is for the student's own use and should not be collected or graded.

MANAGING STRESS

UNIT II

ASSIGNMENT SHEET 3--KEEP A WORRY JOURNAL

Directions:

1. Keep a journal of everything that worries you for one week. (Leave plenty of room near each item for the rest of this assignment sheet's activities.)

2. When the week is over, review your list and think about how you handled each situation. Did you seek further information? Did you talk to someone you trust or try to get advise from someone? Did you eat too much? Did you lose sleep? Were your reactions constructive or destructive?

3. Go back to your list and put an X next to those things you worried about even though you had no control over them.

4. Put a C next to those that you handled constructively and a D next to ones handled destructively.

5. Make decisions about the worries on your list.

    a. Are some of them no longer worries? Cross them off.
    b. Are some of them things you can not do anything about? Cross them off and tell yourself to wait for the outcome without worrying any further.
    c. Can you talk to someone about some of them? Write **"talk"** next to those.
    d. Can you get further information about some of them? Write **"info"** next to those. If you know where to get the information, write that down also.
    e. Can you get advise about some of them? Write **"advice"** next to those. If you know where to go for the advice, write that down also.

6. If you handled some of your worries in negative ways, think about how you will avoid those negative behaviors in the future. How will you make it easier to avoid overeating, not sleeping, or other negative behaviors?

7. Make a plan for handling your worries in the ways you have outlined. When will you go to the library for further information? When will you see the school counselor, your grandmother, or someone else who can listen sympathetically or give you advice about your problem?

8. Follow through on your plan for handling your worries.

9. After a reasonable amount of time (a week or two), go over your list again. Have you taken care of everything that you can take care of? Is there something more you should do about some of the items on your list?

10. Make an additional plan and follow through with it.

MANAGING STRESS

UNIT II

ASSIGNMENT SHEET 4--BREAK DOWN COMPLEX TASKS

Directions:

1. Your teacher will assign you to a small group and tell you which task you are to analyze.

2. Think about the task and write down **every step in the process** of doing that task.

3. When you have finished, compare your list of steps with the other groups given the same task. What did you leave out? What did they leave out?

MANAGING STRESS

UNIT II

ASSIGNMENT SHEET 5--PRACTICING STRESS MANAGEMENT

Directions: List the various stress management techniques one could use in each of these situations.

1. Tom has a major paper due on Monday morning and an exam in English class on Monday afternoon. He wants to attend the basketball championships all day Saturday.

2. Sue expects too much of herself.

3. Jan's parents argue a lot. They argue about money, and her mother frequently accuses her father of wasting money on drinking. Jan's father comes home drunk almost every Saturday night.

MANAGING STRESS

UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 2

This assignment should be completed neatly and evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 3

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 4

Give credit for careful, thought-out answers that deal with the task(s). Use for class discussion. Possible tasks for analysis are:

- Make a peanut butter and jelly sandwich.
- Write a thank you note to your aunt.
- Go to the zoo on the bus.
- Write a paper on dinosaurs for your history class.
- Clean your room.
- Send a birthday present to your cousin.
- Send flowers to your friend who is in the hospital.
- Get dressed for school.
- Take your brother (aged 10) to the movies.
- Get a new hairstyle.

More complex tasks for analysis might be:

- Give a party.
- Prepare a dinner.
- Get a job.
- Get a driver's license.
- Buy a car.
- Open a checking account.
- Redecorate your room (with an allowance of $500 from your parents/guardians).
- Learn to do something completely new (ride a horse; fly an airplane; cook Japanese food; play a new sport, etc.).

ASSIGNMENT SHEET 5

This assignment should be evaluated to the satisfaction of the instructor. Answers will vary.

MANAGING STRESS

UNIT II

UNIT TEST

Part I--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

___ 1. People who are optimistic can avoid a lot of stress.

___ 2. Stress is cumulative.

___ 3. The birth of a child that is wanted does not cause any stress to the parents.

___ 4. It is important to sleep a lot when you are trying to manage stress.

___ 5. Stressors cause the same reaction in everyone.

___ 6. Spouses may experience jealous feelings following the birth of a child.

___ 7. Eating well-balanced meals helps you cope with stress.

___ 8. Stress causes physiological changes.

___ 9. When stressed, you should spend most of your time trying to figure out what to do.

___ 10. "Stress overload" can lead to tension, anxiety, and depression.

___ 11. When you feel stressed, humor can be helpful.

___ 12. Role expectations for males and females can cause stress.

___ 13. Working to be perfect can reduce stress.

___ 14. Friendships help reduce stress.

___ 15. A person experiences less stress if he/she works to be popular with everyone.

___ 16. Adolescence is a time of more stress than other developmental period in a human's life.

___ 17. One or two alcoholic drinks can help you cope when you are stressed.

___ 18. Don't waste your time talking to someone about your stresses unless there is a solution.

Part II--Matching: Match each descriptive phrase in Column B with the best word/phrase in Column A by writing the letter(s) in the space provided. Each descriptive phrase is used only once.

A		B	
___	19. Newly married couples must	a.	helps only temporarily.
___	20. When a couple divorces, family members	b.	work to maintain their marital relationship.
___	21. Smoking	c.	develop increased emotional independence from their parents while remaining economically dependent.
___	22. Families	d.	is a way to avoid stress overload.
___	23. Children who become attached to step parents may	e.	reexperience the loss of the family.
___	24. Adolescents	ab.	acts as a depressant.
___	25. If children live with one parent and visit the other, they sometimes	ac.	take on parental responsibilities.
___	26. Alcohol	ad.	get use to each other's unique habits.
___	27. Learning to manage time	ae.	experience the loss of the ideal family.
___	28. Children of alcoholic parents often	bc.	feel disloyal to the other parent.
___	29. As children are added in a family, spouses must	bd.	creates a stress response in the body.
___	30. Denying stress	be.	experience angry and loving feelings.

Part III--Listing: List answers to these statements.

31. Define stress.

32. List four stresses associated with adolescence.

    a.

    b.

    c.

    d.

33. List the four stages of the grieving process.

a.

b.

c.

d.

34. List three major stresses.

a.

b.

c.

35. List three professionals or groups who counsel people with problems.

a.

b.

c.

MANAGING STRESS

ANSWERS TO UNIT II TEST

Part I:

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. F
10. T
11. T
12. T
13. F
14. T
15. F
16. T
17. F
18. F

Part II:

19. ad
20. ae
21. bd
22. be
23. bc
24. c
25. e
26. ab
27. d
28. ac
29. b
30. a

Part III:

31. Accept any of the following:
    a. Body's reaction to the ups and downs of life
    b. Reaction to events which require us to cope, change, or adapt
    c. The "fight or flight" syndrome

32. Any four of the following:
    a. Physical changes resulting from hormonal changes
    b. Developing emotional independence from parents
    c. Increased peer pressure
    d. Need for making choices about major issues
    e. Balancing values of parents, peers, and self

33. Denial, anger, depression, acceptance

34. Any three of the following:
    a. Disappointment with friends or experiences
    b. Discrimination due to race, nationality or disability
    c. Threat of nuclear war
    d. Physical health problems
    e. Not receiving an honor

35. Any three of the following: teachers, school counselors, ministers, mental health professionals, Al-a-teen groups

Family Living and Parenthood Series
Coping with Life Module

Handling Peer Pressure
Unit III

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
A, B	L	1			1,2,3		1,5,6-9	
B	N	2					2-4,10-11	
A, B	O	3					12-13	
B	M	4					14	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

HANDLING PEER PRESSURE

UNIT III

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to recognize the existence of peer pressure, use positive techniques for handling peer pressure, recognize negative and positive consequences of it, and identify community resources for quality help. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and by scoring at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of the unit, the student should be able to:

1. Based on the content outline, RECOGNIZE THE EXISTENCE OF PEER PRESSURE by completing Assignment Sheets 1, 2, and 3 and by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, RECOGNIZE NEGATIVE CONSEQUENCES OF PEER PRESSURE by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline, RECOGNIZE POSITIVE CONSEQUENCES OF PEER PRESSURE by achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, USE POSITIVE TECHNIQUES FOR HANDLING PEER PRESSURE by achieving 100 percent accuracy on the Unit Test.

HANDLING PEER PRESSURE

UNIT III

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Provide students with Objective Sheet.

C. Discuss Unit and Specific Objectives.

D. Provide students with Information Sheet.

E. Discuss the Information Sheet.

F. Provide students with Assignment Sheets.

1. Allow several days or a week to complete AS 2.

G. Integrate the following activities throughout the teaching of this unit:

1. Introduce the unit by explaining the terminology provided on the Information Sheet.
2. Ask all members of the class to write a description of two experiences they have had involving peer pressure. They should not include names. Collect and read the descriptions. Choose several for the class to role-play. You may wish to repeat some of the situations several times so that there can be different endings.

H. Give test.

I. Evaluate test.

J. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Assignment Sheets

AS 1--Group Dynamics
AS 2--Pressure from Television
AS 3--Pressure from Advertising

F. Answers to Assignment Sheets

G. Unit Test

H. Answers to test

REFERENCES USED IN DEVELOPING THIS UNIT

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B. Articles and pamphlets:

1. "Alcohol and the Family," Newsweek 1/18/88, 62ff.

   Excellent summary on information about the effects of alcoholism on children - Adult Children of Alcoholics (ACOA).

2. Costanzo, P.R., and M.E. Shaw. Conformity as a Function of Age Level. Child Development 37, 967-75.

3. Newman, Ian M. Capturing the Energy of Peer Pressure: Insights from a Longitudinal Study of Adolescent Cigarette Smoking. Journal of School Health 54:4 (April 1984), 146-148.

4. Quinn, Ralph H. The Humanistic Conscience: An Inquiry into the Development of Principled Moral Character. Journal of Humanistic Psychology, 27:1, Winter, 1987, 69-92.

5. Study of Teens Finds Many are Courting AIDS. NASW News, 33:1, January 1988, 17.

6. Wilks, Jeffrey. The Relative Importance of Parents and Friends in Adolescent Decision Making. Journal of Youth and Adolescence 15:4, 1986, 323-334.

HELPFUL RESOURCES

A. Books:

1. Howard, Maria. Sometimes I Wonder About Me: Teenagers and Mental Health. New York: Continuum, 1983.

2. Lauton, Barry, and Arthur S. Freese. The Healthy Adolescent: A Parent's Manual. New York: Charles Scribner, 1981.

3. Madaras, Lynda. Lynda Madaras' Growing-up Guide for Girls. New York: Newmarket, 1986.

4. McCoy, Kathy. The Teenage Survival Book. New York: Simon & Schuster, 1981.

5. McCoy, Kathy. The Teenage Survival Guide: Coping with Problems in Everyday Life. New York: Wallaby, 1981.

   A book for teenagers that was voted Best Book for Young Adults by the American Library Association; discusses various aspects of growing up, e.g., school, dating, friends, careers.

6. McCoy, Kathy, and Charles Wibbelsman. The New Teenage Body Book. Los Angeles: The Body Press, 1987.

B. Films, Filmstrips, and Videos:

1. Coping With Pressures (video). Power of Choice Series #4. San Francisco: Live Wire Video Publishers, 1988. 30 min.

   Available for loan from Missouri Vocational Resource Center, 800/392-7217 or 314/882-9610 (HE video 55).

2. Cisek, James, and Anthea George. The Bizarre Trial of the Pressured Peer (video). Skokie, IL: Gerald Rogers Productions, 1985. 23 min.

   Focuses on the negative aspects of peer pressure. Available for $255 + postage from Gerald Rogers Productions, 5215 Old Orchard Rd., Suite 410, Skokie, IL 60077 (800/227-9100).

HANDLING PEER PRESSURE

UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Anorexia nervosa--an eating disorder in which the person greatly reduces food intake and slowly starves.

B. Binge drinking--periodically drinking unrestrained amounts of alcohol.

C. Bulimia--an eating disorder characterized by gorging oneself on food and then making oneself vomit.

D. Conformity--behavior and thinking which is in agreement with a group norm.

E. Group dynamics--the field of study which focuses on how groups affect individual behavior and how individuals affect groups.

F. Prescriptive norms--rules or expectations about the behavior that is appropriate within a particular group.

G. Proscriptive norms--rules or expectations about the behavior that will **not** be tolerated within a group.

II. Group dynamics

(Objective 1; AS 1, 2, 3)

A. Peer pressure exists in different forms.

1. Peer pressure may be an active attempt by one person to influence behavior or values of another person. Ridicule and rejection are often applied as part of the pressure.
2. Most peer pressure is not overt. Most often, the pressure to conform results from being a member of a group and is a function of group dynamics.

B. Understanding the way groups operate and how people behave in groups is basic to understanding the role of peer pressure in each of our lives. The field of study which focuses on how groups encourage conformity is called **group dynamics.** (Calhoun, 36)

1. The behavior of each member can affect the behavior of all the other members of the group. (Forsyth, 9)
2. Groups develop **norms,** which are rules about what behaviors are appropriate or expected within the group and how much individual difference will be tolerated in the group.
3. Norms usually cover both behaviors which are expected (prescriptive norms) and behaviors which will not be tolerated (proscriptive norms) (Forsyth, 120).
4. Some norms are formal. Formal rules are usually discussed openly and are often written down (e.g., the bylaws of an organization). School rules about the behavior expected of

people who play on varsity teams, including their grades and their attendance at practice, are formal norms.

5. When the structure of the group is informal, the norms are informal. A group may develop because people have common interests. It can be made up of neighborhood teens who go to the swimming pool every afternoon in the summer. The rules and expectations which these groups develop are informal. They are not written down, but they can be just as powerful as formal rules in encouraging conformity.
6. Within the group there are certain common roles, or positions, that help the group function.
   a. For example, there is usually someone in the group who helps people work out differences. There is often someone who works to motivate the group and perhaps another person who comes up with ideas for what the group is going to do (Forsyth, 113-188).
   b. In a formal group these people might be the parliamentarian, the president and the program chairperson.
   c. In an informal group, the roles are filled by whichever person is willing to fill them.
7. Individual group members take on these roles:
   a. They may be assigned to these roles in a formal way, as an elected president or an appointed team captain.
   b. They may informally or aggressively take these roles as leader, daredevil or class clown.
8. The presence of roles also results in a power structure.
   a. People expect certain behaviors from other individuals because of the role that the person fills.
   b. Some roles are viewed by the group as more important or more central to the group's operation than others.

C. The role of the group on conformity

1. Classic studies on group dynamics have been done (by Sherif in 1935, by Asch in 1952, and by others later) which have given researchers important information about group behavior.
   a. A shared, group attitude is formed out of the information available from the individual members of the group (Sherif).
   b. Even after group members are no longer part of the group, they continue to show the group attitude for some time (Forsyth, 122-123; Calhoun, 79).
   c. For example, individuals who have been part of a group interested in football (perhaps a college fraternity or sorority), will continue to be interested in football even after graduation.
2. Asch conducted experiments to see what would happen when people were asked to make a choice between stating what they saw and agreeing with what other people said they saw. His conclusions give us some important information about conformity and nonconformity in group dynamics.
   a. When the group has only two people, conformity has little effect.
   b. There is not much difference between the amount of conformity, whether the group contains three people or more than three people. (Other studies have found that the larger the group, the more conformity there is [Forsyth, 249]).
   c. Almost one-third of people in a group are affected by the way other people see a situation. In spite of evidence to the contrary, they will conform to what others' have said.

d. Nonconformists may be **independents,** those who make their own decisions, or **anti-conformists,** those who disagree with the group just to disagree.
e. Those who did conform were classified into these groups:
    i. Just went along with the group because they did not want to appear different;
    ii. Thought they saw the situation differently but decided the group must be correct and so conformed;
    iii. Were convinced by perceptions of others that what they saw was what the majority saw (Forsyth, 248).
f. These and other studies have shown that independents have a clearer sense of themselves, feel better about themselves, and have higher self-esteem than conformists (Harrison, 410; Calhoun, 87).

3. High school students ranked conformity as the most important characteristic of being popular. Therefore, the more important it is to an individual that he/she be popular, the more he/she will conform.
4. The importance of friends increases as the teen moves away from family in the process of becoming an adult.
    a. Teens aged 11 to 13 years old show more conformity than other age groups (Berzonsky, 415).
    b. At age 15 teens show increased willingness to be independent from the group (Atwater, 174). Teens who are in conflict with their parents show a greater need for conformity (Atwater, 175).
    c. An individual's close friends have more impact on his/her need to conform than the individual's peers in general (Wilks).
5. Commercials exploit the need to conform when presenting merchandise.
    a. Ads show teens using particular products and wearing a particular clothing style, implying that this is the "in" thing to use or wear.
    b. Ads frequently imply that something is wrong with you if you do not buy their product.
    c. Ads insinuate that if you use their product you will be more popular, have more fun, or be a nicer person.
    d. Some teens follow the media pressure, and other teens follow them.
6. Pressure from peers can be positive. For example, peer pressure seems to work to convince others not to smoke, drink, or use drugs (Atwater, 306). In recent years the media has presented increasing pressure to "Say no to drugs."
7. People are social animals--spending time with other people is very important. Because groups are powerful in encouraging conformity, people experience peer pressure all through life.

D. Pressure to behave in certain ways comes not just from peers but also from parents, teachers, and other adults who are important to teens.

1. Over the past 25 years, researchers have looked at the difference between the influence of peers and parents on adolescents.
2. The influence of peers is more important on decisions affecting relationships with peers and on decisions having short-term impact, e.g., dress style, music, dating.
3. The influence of parents is more important to decisions affecting career choices and other major issues having long-term consequences (Wilks; Coleman, 113-116).

III. Negative consequences of peer pressure

(Objective 2)

A. Rogers summarizes research which indicated 35 percent of adolescents indicated peer pressure played a role in the most difficult experience they had as teens (257).

B. The desire to belong to a group (and specifically to have a love relationship) can make teens susceptible to overt or subtle pressure to engage in sexual activity.

1. One-third of high-school age girls and one-half of high-school age boys have had sexual intercourse by the age of 16, according to a recent study (1987) by the Center for Population Options.
2. Girls seem particularly vulnerable to pressure related to dating. Dating the "right" person and going to the "right" activities are important issues to adolescent girls (Rogers).
3. Boys seem more vulnerable to pressure to engage in sexual behavior. Boys have had a tendency to brag about or exaggerate their sexual activities (Rogers).

C. Engaging in sexual behavior at early ages and/or too early in a particular relationship makes it more difficult to develop emotionally intimate relationships.

1. Adolescent sexual behavior frequently results in pregnancy.
   a. Approximately two-thirds of sexually active teens do not practice birth control.
   b. Teens tend to deny that their behavior will result in pregnancy.
   c. A pregnant teenager must decide whether to give up the child for adoption, have an abortion, or keep the child. Whatever the decision, it also affects the father of the baby and the parents of both teens.
   d. The younger the teens, the less equipped they are to be parents--financially or emotionally.
   e. The young female's body is not equipped to handle a pregnancy.
2. Sexual behavior can lead to a variety of sexually transmitted diseases (STDs), including AIDS (Acquired Immune Deficiency Syndrome).
   a. The Center for Disease Control indicates that less than one percent of people with AIDS are teenagers. However, since the virus has an incubation period of several years, many people aged 20-29 who have AIDS (over 20 percent of the population with AIDS) probably contracted the disease during their teens.
   b. Herpes
   c. Others

D. The role of peer pressure in the area of substance abuse is variable.

1. Adolescents report little pressure from their peers to smoke cigarettes.
   a. Several studies indicate that teens whose parents smoke are more likely to smoke (Atwater, 290).
   b. Smoking is seen as a way of showing independence from authority figures and to appear grown up (Newman).
   c. Smoking among high school students has been decreasing since 1976, partially due to peer pressure not to smoke (Atwater, 290, 307).

2. The most commonly abused drug among adolescents is alcohol. Marijuana is the second most commonly abused substance.

a. Alcohol is readily available. Our culture does not view use of alcohol as deviant.
b. Alcohol abuse is much more common among teens whose parents drink alcohol.
c. The inability to tolerate alcohol may be genetically based (Newsweek).
d. Marijuana use occurs more frequently among teens whose parents use alcohol or other drugs (Atwater, 295).
e. Friends, rather than peers in general, seem to influence the individual's decision to drink (Wilks, 325).
f. Males seem more vulnerable to pressure to use drugs.
g. Research indicates that adolescents are starting to drink at an earlier age and that binge drinking is increasing (Atwater, 287).
h. One way that the AIDS virus is transmitted is through the sharing of needles used for intravenous drugs (e.g., heroin).
i. More than one percent of high school seniors have used heroin (Study of Teens . . .).

E. Delinquency or delinquent behavior

1. Delinquency is behavior that is antisocial or in violation of the law.
2. Conformity related to antisocial behavior grows until age 15 and declines afterward (Atwater, 174).
3. Most delinquent behaviors are committed in groups.
4. Most teens who participate in delinquent behaviors have shown behavioral or adjustment problems when they were younger, particularly difficulty with authority figures during grade school.
5. Delinquent behavior seems less influenced by peer pressure than by other circumstances (Atwater, 272-3, 174).

F. Under-achievement (not doing as well as you are able to do) and dropping out of school are most often related to adolescent rebellion. Teens who are underachievers and who drop out of school look for acceptance and support from friends who do not do well or who drop out of school (Atwater, 206, 2).

G. Running away from home is a behavior that frequently reflects family difficulties or perception of them.

H. Suicide

1. Suicide is the third leading cause of death for teens aged 15-19. It is the second leading cause of death for college students.
2. Depression is frequently a cause of teenage suicide. Feelings of hopelessness are frequently associated with depression.
3. Some teenage suicides are impulsive--that is, a result of acting without thinking. This seems to be especially true of the double suicides of teenage lovers, with the multiple suicides associated with teen groups, so-called "mimic" suicides, or epidemic suicides.
4. Alcohol is a depressant and can increase depression.

I. Eating disorders. Adolescents can be susceptible to pressures in the areas of weight and diet.

1. Adolescents are undergoing physiological changes which may result in drastic changes in body image.

2. In an attempt to lose weight, many adolescents (and adults) try diets which are harmful to their basic health.
3. Many teens suffer from anorexia nervosa or bulimia, two severe psychiatric and medical problems which can be fatal. People who suffer from either of these eating disorders should be under the care of a physician.
    a. Bulimia is an eating disorder characterized by eating a lot of food and then throwing it up.
    b. Anorexia nervosa is an eating disorder characterized by constant dieting, rapid weight loss, and the feeling of being too fat in spite of starving to death.

J. Using "friendship" as a way to pressure someone to do something that he or she is opposed to doing is a form of blackmail and an abuse of friendship. An important aspect of friendship is respecting differences.

K. Buying friends. The desire to have friends can lead people to use physical things, like gifts, tickets, or parties to "make" someone a friend.

IV. Positive consequences of peer pressure

(Objective 3)

A. When we are faced with pressure to behave in a way that does not feel "right," we have an opportunity to think about what is important to us and what we value.

1. During early childhood, the child's world centers around the family. In this arena the child learns about honesty, disagreement, loving, and other important human values.
2. Many children are involved in religious training. In this system, people also learn about values.
3. During grade school the child's world is enlarged. He/she meets peers and adults who have different views about what is important and whose experiences are different. The child is exposed to the community's expectations for behavior.
4. The teen's world is even larger as he/she moves to increased contact and interaction with friends.
5. The teen develops increased thinking ability (quantitative growth) and gains new ways of thinking (qualitative growth).
    a. Adolescents are able to think in abstract terms.
    b. The ability to conceptualize increases their ability to be flexible in their thinking.
    c. The adolescent is more able to look at issues and expectations in terms of their impact on the state, the country, and the world.
    d. Teens are better able to look at issues in terms of what could be (Atwater, 63-80; Berzonsky, 215-248).
6. Development in moral character also can increase with age.
    a. Very young children base their behavior on fear of punishment.
    b. Slightly older children may learn to behave in a manner which they believe will get them what they want.
    c. The grade-school child may then grow to conform to behavior expected by family and friends, and even support the rules of the community.

d. The older adolescent begins weighing the relative importance of various standards.
   i. His/her ability to think abstractly allows him/her to examine the values or principles on which certain rules are based.
   ii. He/she can then become committed to the principles rather than to just the rules.
e. He/she can use these new skills to determine values and beliefs.
   i. In this process of thinking about issues and determining values, the youth explores family values, community expectations, religious beliefs, and peer views to determine behavior as an adult.
   ii. While still protected to some degree as a primary member of his family, the teen can try out various roles in preparation for adult functioning. (Atwater, 241ff; Berzonsky, 372ff; Rogers, 159ff; Quinn, 69ff).

B. Your choice to behave in a positive way may help a peer find the courage to stand with you rather than with the majority in a particular situation.

V. Positive techniques for handling negative peer pressure.

(Objective 4)

A. The best insurance against negative peer pressure is high self-esteem and good stress management skills (Stamm and Nissman, 41).

B. Choose your friends carefully.

1. Even if your friends do not put overt pressure on you, there is still the strong desire to go along with the group.
2. If your friends behave in ways in which you feel uncomfortable or do things which you feel are wrong, look for new friends.
3. You may find that it is extremely difficult to resist group behaviors and at the same time maintain the individual members of the group as friends.

C. Use leisure time wisely.

1. Get involved in activities that you enjoy and that feel "right" to you.
2. When you are busy with positive activities, you will have less time to get involved in activities in which you could get hurt.

D. Plan ahead.

1. Anticipate possible problems.
2. Think ahead of time about how you could handle a negative situation so you are not caught off guard.

E. Use your parents as an excuse. "My parents would ground me forever if they found out."

F. Learn to say "no." Practice saying "no" when you are asked to do something that you do not want to do.

1. If a friend asks you to participate in something that you do not want to do, you can let your friend know that you still want to be friends, but you do not want to participate in the activity.
2. You may instead decide that being friends with someone who does things you do not think are right may prove to be too tempting to you and that eventually you may do these things also. Or, you may not want to be associated with someone who's behavior may be seen as delinquent.

G. Some of the need to conform comes from a desire to be part of the group.

1. When you have been pressured by the group into doing something, ask yourself whether you really feel a part of that group.
2. If you must do something that does not feel right in order to be a part of a group, you may find that you still do not feel a part of the group.
3. A better decision would be to find a different group.

H. Sometimes group members engage in delinquent behaviors because they do not have enough information about what they are doing.

1. When you are asked to join in an activity that does not feel right, try getting more information.
2. You may even be able to use this new information to help others make an informed choice.

I. If you find that you cannot resist the pressure to do things that could harm you, seek professional help.

HANDLING PEER PRESSURE

UNIT III

ASSIGNMENT SHEET 1--GROUP DYNAMICS

Directions:

1. Write down the name of one formal group you belong to.

    a. How is leadership determined in this group?
    b. What norms determine who will belong to this group?
    c. What norms determine behaviors that will not be tolerated (proscriptive norms)?
    d. What norms determine expected behaviors (prescriptive norms)?
    e. What happens when someone violates the norms?

2. Write down a description of one informal group of which you are a member.

    a. How is leadership determined in this group?
    b. What norms determine who will belong to this group?
    c. What norms determine behaviors that will not be tolerated (proscriptive norms)?
    d. What norms determine expected behaviors (prescriptive norms)?
    e. What happens when someone violates the norms?

3. Describe ways that formal and informal groups differ.

4. Describe ways that formal and informal groups are the same.

HANDLING PEER PRESSURE

UNIT III

ASSIGNMENT SHEET 2--PRESSURE FROM TELEVISION

Directions: Television programming is full of messages about "how things are supposed to be." As you watch TV for the next week, keep a record of those messages. What kinds of people do "good" things and what kinds of people do "bad" things? What kinds of behaviors are rewarded? What kinds of behaviors are punished? What messages about behaviors is the audience supposed to receive?

Date	Show's name (& type)	Who did what?	What was the outcome of the behavior(s)?

HANDLING PEER PRESSURE

UNIT III

ASSIGNMENT SHEET 3--PRESSURE FROM ADVERTISING

The purpose of advertising is to convince people that they want to do (or use) something. One of the many techniques advertisers use is to tell you that if you use this product you will be loved, popular, beautiful, etc., and that if you do not use this product, the reverse will be true.

Sometimes the message is obvious. (This breath mint will make your mouth fresh and he/she will want to kiss you.) Other messages are more subtle. (Beautiful people drink this soda or wear these jeans.)

Directions: Become aware of advertising messages that ask you to do something so that you can be popular and, besides, "everyone else does it." Make a list below of advertising messages that try to get you to buy or do something in this way. Think about whether the promised results are likely to follow.

Product	Type of ad (TV, magazine, etc.)	Promised result	Is it likely?

HANDLING PEER PRESSURE

UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

This assignment should be completed neatly and evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 2

This assignment should be completed neatly and evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 3

This assignment should be completed neatly and evaluated to the satisfaction of the instructor. Answers will vary.

HANDLING PEER PRESSURE

UNIT III

UNIT TEST

Part I--True or False: Write "T" before the statement that is true and "F" before the statement that is false.

___ 1. People with high self-esteem are less likely to conform to group pressure.

___ 2. The majority of teens who are sexually active practice birth control.

___ 3. Smoking among adolescents is decreasing due to peer pressure not to smoke.

___ 4. Young people are beginning to drink alcohol at earlier ages.

___ 5. Groups encourage conformity through the development of norms, which may be proscriptive or prescriptive.

Research by Asch has shown that people conform for three reasons, which are:

___ 6. Some people fear appearing different.

___ 7. Some people decide the group must be correct, even though they thought differently.

___ 8. Some people are convinced by the group's perception that they saw the same thing.

___ 9. By age 14, teens show increased willingness to be independent from the group.

___ 10. Girls seem vulnerable to pressure about dating, while boys seem more vulnerable to pressure about sexual activity.

___ 11. The most commonly abused drug among adolescents is alcohol. The second is marijuana.

Part II--Multiple Choice: For each multiple choice question, choose the best answer and write its letter in the space provided.

___ 12. Which is a positive consequence of peer pressure during adolescence?

a. Increased thinking ability
b. Ability to analyze issues based on their impact
c. Development in moral character based on values
d. All of the above

___ 13. What is quantitative growth?

a. Increased thinking ability
b. New ways of thinking
c. Ability to analyze issues based on their impact
d. None of the above

___ 14. Which is a positive technique for handling peer pressure?

a. Choose friends carefully.
b. Use leisure time wisely.
c. Learn to say "no."
d. All of the above

HANDLING PEER PRESSURE

ANSWERS TO UNIT III TEST

Part I:

1. T
2. F
3. T
4. T
5. T
6. T
7. T
8. T
9. F
10. T
11. T

Part II:

12. d
13. a
14. d